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CLEVELAND PUBLIC SCHOOLS
SEVENTY-FIRST ANNUAL REPORT
OF THE BOARD OF EDUCATION

OCT 30 1908

CLEVELAND PUBLIC SCHOOLS
SEVENTY-FIRST ANNUAL REPORT
OF THE BOARD OF EDUCATION

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FOR THE SCHOOL YEAR ENDING
AUGUST THIRTY-ONE
NINETEEN HUNDRED SEVEN

Report of the Superintendent of Schools for school year ending August 31, 1907.

Report of the Clerk of the Board of Education for school year ending August 31, 1907.

Report of the Director of Schools and the Committees of the Board of Education for year ending December 31, 1907.

THE BOARD OF EDUCATION
CLEVELAND
1907

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THE BOARD OF EDUCATION
CLEVELAND
1907

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TILDEN FOUNDATIONS.
1908

The Board of Education

of the

City School District of the City of Cleveland

Organization for 1908.

Officers

FRANCIS H HASEROT........President
CHARLES ORR........Director of Schools
WILLIAM H ELSON........Superintendent of Schools
GEORGE E MYERS........Clerk

Members

FRANCIS H HASEROT

SARAH E HYRE
SAMUEL P ORTH
ARTHUR C LUDLOW

WALTER D. SAYLE
JOHN C. CANFIELD
WILLIAM G. LEOPOLD

Committees

Committee on Lectures and Social Center Development—Sarah E Hyre, J C Canfield and W D Sayle.

Committee on Educational Matters—A C Ludlow, Sarah E Hyre and S P Orth.

Committee on New Buildings and Sites—Wm Leopold, S P Orth and A C Ludlow.

Committee on Improvement of Old Buildings—S P Orth, Wm Leopold and Sarah E Hyre.

Committee on Appropriations and Salaries—J C Canfield, W D Sayle and Wm Leopold.

Committee on Hygiene, Sanitation and Athletics—W D Sayle, A C Ludlow and J C Canfield.

School Headquarters

Rockwell Ave. and E. 6th St. (Rockwell and Bond Sts.)

The Board of Education

1907.

Officers

FRANCIS H HASEROT....................................President
GEORGE E MYERS..Clerk

Members

NAME	RESIDENCE	PLACE OF BUSINESS
†*Sarah E Hyre	3325 Archwood Ave S W.	
†‖Samuel P Orth	2053 E 102d St	American Trust bldg
†*Rev Arthur C Ludlow	9719 Miles Ave S E.	
†*Walter D Sayle	2102 E 100th St.	1306 E 40th St.
‡°John C Canfield	4903 Franklin Ave.	322 Williamson Bldg
‡*William G. Leopold	2054 Fulton Rd.	Lorain, cor Rhodes Av
‡*Francis H Haserot	1786 Crawford Rd.	521 Woodland Av.

†Term expires December 31, 1909.
‡Term expires December 31, 1911.
*Elected at large.
°Elected from Sub district No. 1.
||Elected from Sub district No. 2.

Regular Meetings—School Headquarters every Monday.

Committee Organization for 1907

Committee on New Buildings and Sites—W. G. Leopold, S. P. Orth and A. C. Ludlow.

Committee on Educational Matters—A. C. Ludlow, Sarah E. Hyre and S. P. Orth.

Committee on Lectures and Social Center Development—Sarah E. Hyre, J. C. Canfield and W. D. Sayle.

Committee on Improvement of Old Buildings—S. P. Orth, W. G. Leopold and Sarah E. Hyre.

Committee on Appropriation and Salaries—J. C. Canfield, W. D. Sayle and W. G. Leopold.

Committee on Hygiene, Sanitation and Athletics— W. D. Sayle, A. C. Ludlow and J. C. Canfield.

The Board of Education

Executive Department

Office of the Director of Schools

Room 1.

Charles Orr	Director of Schools
R E Gammel	Secretary to the Director
Leona K Johns	Stenographer
Edith M Miller	Exchange Operator
*W R Austin	Custodian of Books
Louise Klein Miller	Curator of School Gardens
William Connelly	Messenger

Office of the Accountant

Room 1.

W C Fisher	Accountant
Hazel Henderson	Order Clerk
R C Hyre	Assistant Clerk

Office of the Architect

Room 2.

F S Barnum	Architect
B L Davidson	Chief Inspector
W W Nixon	Sanitary Engineer
A Louise Craig	Stenographer

Office of the Purchasing Agent

Room 4.

A C Shriner	Purchasing Agent
*C R Webster	Supt. of Supplies
C E Smallreed	Asst. to Supt. of Supplies

---

*The offices of Superintendent of Supplies and Custodian of Books are located in the annex west of main building.

Office of the Superintendent of Buildings

Room 3.

J C Quayle	Superintendent of Buildings
P A Patterson	Mechanical Engineer
W W Nixon	Sanitary Engineer
J A McDonald	Chief Carpenter
Thomas Boutall	Superintendent Repair Shop*
Ernest Juergens	Foreman Repair Shop

---

*Repair shop, Central ave. and East 65th St.

Truant Office

Room 5.

Alexander McBane	Truant Officer
Wm A Snell	Asst. Truant Officers
J F Beranek	
W E Driffield	
Adam Roelle	
Phillip Baum	
G F Jackson	
Edna A Fritz	Stenographer

Office of the Clerk of the Board of Education

Room 6.

George E Myers	Clerk
Harry P Cole	Deputy Clerk
Margaret McNamara	Asst. Clerk
Elizabeth L Martin	Index Clerk
Harvey C Koerner	Asst. Clerk

Educational Department

William H Elson	Superintendent of Schools
Henry C Muckley	Assistant Superintendent
Warren E Hicks	Assistant Superintendent

Supervisors

Emma C Davis	English
Joseph Krug	German
Jannette F Jackson	Arithmetic
Jennie D Pullen	Geography and History
Clara E Lynch	Substitutes and Language
Mabel A MacKinney	Kindergartens
A A Clark	Penmanship
Pauline Gillette	Assistants
Sara A Morley	
J. Powell Jones	Music
Harriet D Parsons	Assistants
Lee Belle Haight	
Florence E Ellis	Drawing
Caroline Sowers	Assistants
Maude Lawrence	
Lucy S Ward	
William E Roberts	Manual Training, Elementary Schools
Ada B Williams	Assistants
Cara Curtis Townsend	
George W Ehler	Physical Training

Superintendent's Office

Irene Brush	Clerk
Blanche A Williams	Stenographer to Supt.
Donna Stevens	Stenographer to Ass't Supt.
Christine Smeshek	Stenographer to Supervisors
Frank Shepherd	Messenger

*Law Department

Directory

Newton D Baker....................................City Solicitor
E T Wilcox ⎫
W D Wilkin ⎬ Assistants
Cyrus W Locher ⎭

Offices—205 City Hall

---

*Serve without extra compensation.

*Treasurer

Carl Nau..City Treasurer
C L Swearingen....................................Deputy
Bradley Hull......................................Assistant

Offices—City Hall

---

*Serve without extra compensation.

Sinking Fund Commission

Appointed by the Board of Education

Myron T Herrick...................................President
I P Lamson
W F Carr
W G Mather
A L Withington
E W Doty..Clerk

Public Library Board

Appointed by the Board of Education

*Oliver M Stafford................................President
†Carl Lorenz......................................Secretary
‡Martin A Marks
°Charles E Kennedy
§Charles Gentsch
**C E Grasselli
||W A Harshaw
William H Brett...................................Librarian

Offices, Public Library—205 Wood Street

†Term expires July 2, 1908.
‡Term expires July 2, 1909.
*Term expires July 2, 1911.
°Term expires July 2, 1913.
**Term expires July 2, 1914.
§Term expires July 2, 1912.
||Term expires July 2, 1910.

City Board of Examiners of Teachers

Appointed by the Board of Education

*James W McLane...................................President
†Emma M Perkins...................................Vice President
°D C Meck...Clerk

Office—School Headquarters, Room 14

*Term expires August 31, 1909.
†Term expires August 31, 1908.
°Term expires August 31, 1908.

List of Presidents of the School Council

1892	S S Ford	1898	F A Kendall
1893	Thos Boutall	1899	Thomas H Bell
1894	Martin House	1900	Thomas Boutall
1895	William V Backus	1901	William T Clark
1896	W D Buss	1902	E W Fisher
1897	Thomas Boutall	1903	Albert Gehring

*1904 Albert Gehring (until April 24)

List of Superintendents

1853 to 1860	Andrew Freese	1882 to 1886	B A Hinsdale
1861 to 1862	Luther M Oviatt	1886 to 1892	L W Day
1863 to 1866	Anson Smythe	1892 to 1894	Andrew S Draper
1867 to 1882	Andrew J Rickoff	1894 to 1902	L H Jones

1902 to 1906 Edwin F Moulton

January 1, 1906, to March 15, 1906, Stratton D Brooks

March 21, 1906, to May 15, 1906, Edwin F Moulton

May 15, 1906, to ———, William H Elson

List of Directors of Schools

1892 to 1900	H Q Sargent	1902 to 1905	Starr Cadwallader
1900 to 1902	Thomas Bell	1905 to ——	Charles Orr

List of Presidents of the Board of Education

1836	John W Willey
1837	Samuel Cowles
1838	Henry H Dodge
1839	Levi Tucker
1840	Chas Bradburn
1841	Chas Bradburn
1842	Chas Bradburn
1843	Chas Bradburn
1844	Chas Bradburn
1845	Chas Bradburn
1846	Chas Bradburn
1847	Chas Bradburn
1848	Geo Willey
1849	Geo Willey
1850	Geo Willey
1851	Geo Willey
1852	Chas Bradburn
1853	Chas Bradburn
1854	Geo Willey
1855	Geo Willey
1856	Chas Bradburn
1857	Chas Bradburn
1858	Chas Bradburn
1859	James A Thome
1860	James A Thome
1861	Harvey Rice
1862	Harvey Rice
1863	John H Sargent
1864	Allyne Maynard
1865	L M Pitkin
1866	W H Price
1867	W H Price
1868	E R Perkins
1869	E R Perkins
1870	E R Perkins
1871	E R Perkins
1872	E R Perkins
1873	E R Perkins
1874	M G Watterson
1875	M G Watterson
1876	M G Watterson
1877	M G Watterson
1878	D B Smith
1879	D B Smith
1880	D B Smith
1881	J D Jones
1882	R L Willard
1883	J H Schneider
1884	B Mahler
1885	B Mahler
1886	E A Schellentrager
1887	Peter Zucker
1888	Peter Zucker
1889	J A Gilbert
1890	J A Gilbert
1891	J E Cook
1904	Albert Gehring*
1905	Samuel P Orth
1906	Francis H Haserot
1907	Francis H Haserot
1908	Francis H Haserot

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*From May 1, 1904, to January 1, 1905.

The Board of Education

of the

City School District of the City of Cleveland

Organization for 1907.

President of the Board of Education
FRANCIS H HASEROT

Superintendent of Schools
WILLIAM H ELSON

Clerk of the Board
GEORGE E MYERS

Counsel
NEWTON D BAKER

Treasurer
CARL NAU

Director of Schools
CHARLES ORR

Architect
FRANK S BARNUM

Superintendent of Buildings
J C QUAYLE

Secretary to the Director
ROBERT E GAMMEL

All offices are located at School Headquarters Building, Rockwell Ave. and E. 6th St. (Rockwell and Bond Sts.)

Address of the President of the Board of Education

TO MEMBERS OF THE BOARD OF EDUCATION:

The past year has shown many changes, as will be seen in the reports of the Executives. The schools are better than they were a year ago, but not so good, let us hope, as they will be a year hence.

The new committee created last year, The Committee on Lectures and Social Center Development, has proven a happy inspiration, and through its work has largely increased the usefulness of our school buildings and forged a closer bond of understanding between the parent and the teacher.

During the year, the final plans for the Technical High School were approved and active work was begun upon the building. The year also marked the engagement of James F. Barker as principal of this school, and the beginning of the effort to devise a satisfactory course of study. It is now expected that the school will be different from any other at present in operation in our system in that it is proposed to conduct it continuously throughout the year, instead of 38 weeks as is now the custom in the other high schools. It will also have supplementary evening sessions for those who work during the day, but desire to avail themselves of its advantages in the evening. This plan will doubtless be watched with interest by our citizens, as it will be the first effort to utilize to its fullest extent, the investment in a school building and equipment.

It is a matter of regret that we cannot at this time record the successful culmination of the movement to secure large and suitable athletic fields. The Case School of Applied Science and the Western Reserve University authorities have favored the pupils of the Cleveland public schools during the past year by permitting the use of their grounds for athletic events. This has been done, however, at a sacrifice to colleges and in justice to the work of their institutions, the authorities in charge have indicated that it does not seem best to continue the practice of granting the use of their fields for athletic purposes to the public schools. The justice of their position cannot be gainsaid. Some progress in obtaining adequate athletic fields, however, is to be noted, and it is to be hoped that during the ensuing year, suitable athletic fields for all of the children of the city may be acquired, to be operated under proper restraint, with the play directed by competent instructors.

Although of small relative moment, the matter of estimating semi-annually the number of text books required has proven vexatious. To meet the conditions of a largely varying urban population and the exactions of the text book law under which we are operating, presents a problem impossible for perfect or even adequate solution. No plan which human skill might devise would meet all of the criticisms which might develop. It apears to me, however, that with the aid and the good offices of the book publishers, it might be possible to formulate and enter into a plan of consignment with the final sale and the passing of title to be based upon the number of books required. Since such a plan would be advantageous to all concerned in its operation, it would obviate as nearly as could be, further difficulty along this line. I commend to your consideration the solution of the text book question along these lines.

I thank you for the many courtesies shown me in the administration of the office of president. It has been a pleasure to serve you.

Very truly yours,
F. H. HASEROT.

Cleveland, January 6, 1908.

Annual Report of the Director of Schools

TO THE HONORABLE BOARD OF EDUCATION:

In accordance with custom, I present herewith an annual report covering the operations of the Executive Department for the calendar and term year 1907.

New Buildings

During the past year the new building operations of the Board have kept pace with those of 1906 and with the opening of the buildings now under course of construction, it is believed we shall be somewhat ahead of the increase in school population.

Elementary Schools—During the past year there have been opened two new elementary schools, two are ready for occupancy January 6, 1908, and two more are in course of construction.

The new buildings opened are Outhwaite Annex and Watterson School, both of which were described in the report for 1906.

The four new buildings begun this year are Rice, an eight room and auditorium annex; Murray Hill, a thirteen room annex with auditorium; Milford, a twelve room annex and Harvard, an eight room annex with auditorium. These four buildings will provide for 1935 sittings, which is more than the increase in school population for 1907.

High Schools—The high school building plans for 1907 included the beginning of the Technical High and the purchase of the site for the John Hay High School. The plans for the latter school are now in course of preparation by the Architect of the Board.

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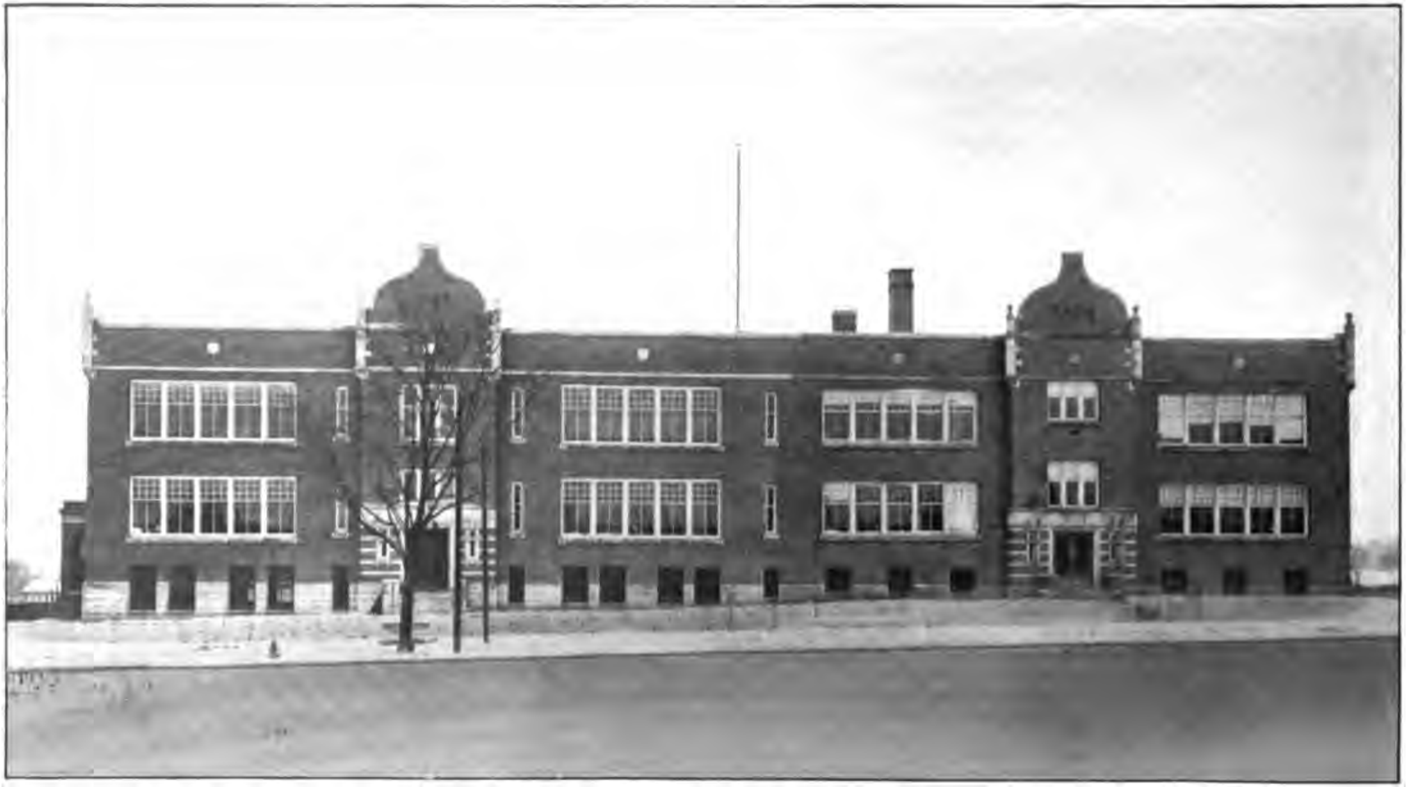


Rice School

Eight Room Annex — An Example of Building on Unit Plan — Original Eight Room Building

Technical High

The most important building operation begun during the year was the Technical High School at East 55th Street and Scovill Avenue. The preliminary plans and financing of this building were described in the report for 1906.

The building was agreed upon, bonds issued and land purchased in 1906. Early in 1907 the plans prepared by the Architect were approved by the Building Committee of the Board, and the Director authorized to advertise for bids on May 6, 1907. Bids were received on August 5 and contracts authorized on August 9. Actual construction was begun August 30, 1907, and at present the building is considerably ahead of the schedule which calls for the completion of the structure in November 1908.

In order to provide a fire area in the rear of the auditorium it was necessary to purchase eight feet of land adjoining the original plot on the west. This provides for a space of ten feet between the building and the west line.

The original bond issue of $350,000 has now been exhausted and to complete the building an additional bond issue will be necessary as has already been stated to the Board by the Building Committee in a report made on December 16, 1907.

Sites Purchased

During the year the Board has expended for sites and playgrounds $130,200. In every case the preliminary work has been carried on by the Director's office, and the purchase closed without the aid of real estate agents.

A word of recognition is due to the City Law Department for the dispatch with which it has handled the real estate purchases of the Board.

The land purchased during the year is as follows:

School	Purpose	Cost
Columbia	Site	$ 15,000
Kinsman Blvd.	Site	9,000
Murray Hill	Site	14,000
Milford	Site	8,550
Rice	Site	4,400
Quincy	Playground	5,690
Boys'	Site	6,000
Technical High	Site (8-foot strip on west side)	400
John Hay High	Site	62,800
Sterling	Playground	4,400
South High	Site (8-foot triangular piece)	50
		$130,290

The Columbia School site is on Columbia Avenue, near East 105th Street, and was purchased for the purpose of erecting a school building to relieve North Doan and Parkwood, and indirectly Doan and Hazeldell. Building operations will be begun in the spring of 1908.

The Kinsman Boulevard site will provide the location for a new school between Woodland Hills, Rice and Mt. Pleasant. .

The land at Murray Hill, Rice and Milford Schools was obtained for sites for the annexes now being constructed.

The land at Quincy and Sterling Schools was purchased to square up these playgrounds and prevent shutting off of light.

The land adjoining the Boys' School was purchased to provide additional school room for the school as well as a manual training center. The two frame buildings on the land are in use for school purposes until such time as adequate buildings can be erected.

At South High and the Technical High School small eight foot strips were purchased to square up and avoid bad angles in lots and to provide a fire area.

The John Hay High School site is at East 107th Street, comprising all the land between Marlborough and Fairchild Streets. The Hart section on Marlborough and

East 107th Street cost $35,000, and the Silsby, Tubman section on Fairchild and East 107th Streets $27,800.

Repairs

The extensive repairs and improvements made in 1905 and 1906 out of the proceeds of special bonds placed many of our school buildings in good condition. The work of 1907 was confined principally to ordinary repairs, but some considerable improvements were undertaken as funds permitted.

The rearrangement of the building department placed the repairs on old buildings in the direct charge of the Superintendent of Buildings.

The most important undertaking of the year was the remodeling of the old Outhwaite building. While the timbers and joists in this building were sound, continued use had weakened the floor, the stairways were too narrow and the basement filled with useless wooden partitions. By the use of steel rods, turnbuckles and trussed beams the floors were raised several inches, the building throughout thoroughly strengthened, metal ceilings placed on all rooms on the first and second floors and a new plumbing and heating system installed.

The building is in condition equal to any new building and makes a fitting counterpart to the new twelve-room annex.

Auditoriums

A new auditorium was constructed during the summer on the third floor of the Clark School. This was made possible by the lifting of the roof on the building and the construction of an additional brick story. The auditorium was opened in September 1907 and accommodates 500.

The plans are now being drawn for auditoriums at Woodland Hills, Huck and Buhrer Schools.

Painting

The interior walls and woodwork throughout the old building at Central High were painted as well as the exterior woodwork and metal work. The interior walls and woodwork, as well as the exterior work and the new skylight was painted at Brownell, old building. Sibley School was painted throughout as well as the outside wood and metal work.

At Gilbert School two additional permanent school rooms were constructed on the third floor and another is now being completed. This will make Gilbert School a sixteen room building while the original building contained twelve rooms.

At Central High School two drawing rooms were arranged, new dormer windows being constructed and metal ceilings on drawing room No. 25. Metal ceilings were placed on all the school rooms and ceilings on the first floor at Scranton School. At Huck School the old retaining wall on Huck Street was torn down and rebuilt on account of the change of the grade of the street. This was also done at Woodland Hills School.

New sidewalks were laid at Sibley, Miles Park and Sterling Schools.

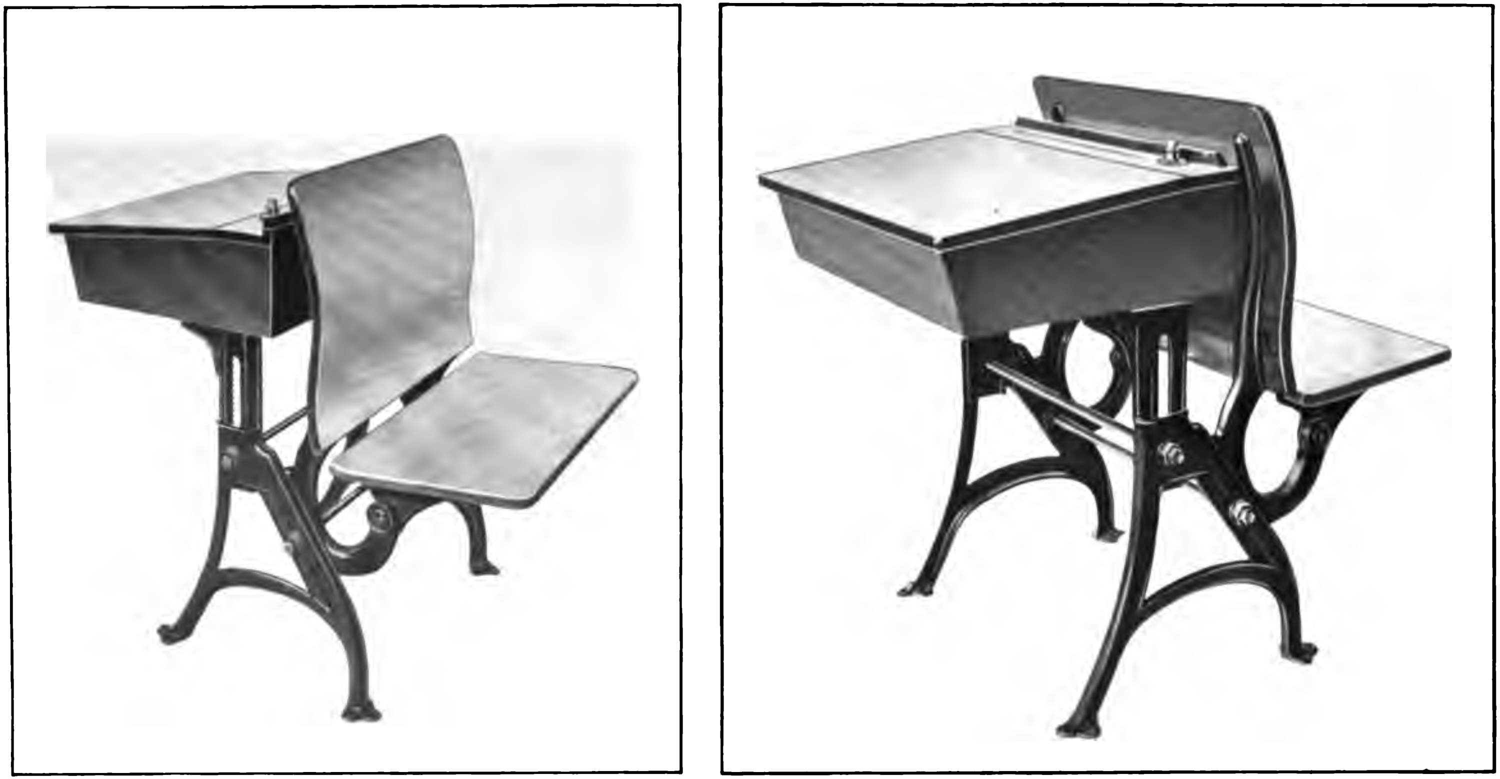
In the manual training departments at Charter Oak, Quincy, Sterling, Wade Park, Orchard and Meyer improved gas connections were made in the cooking schools.

At School Headquarters the zinc and wooden addition to the book department was built to be used as a storeroom for text books.

Sanitary Conditions

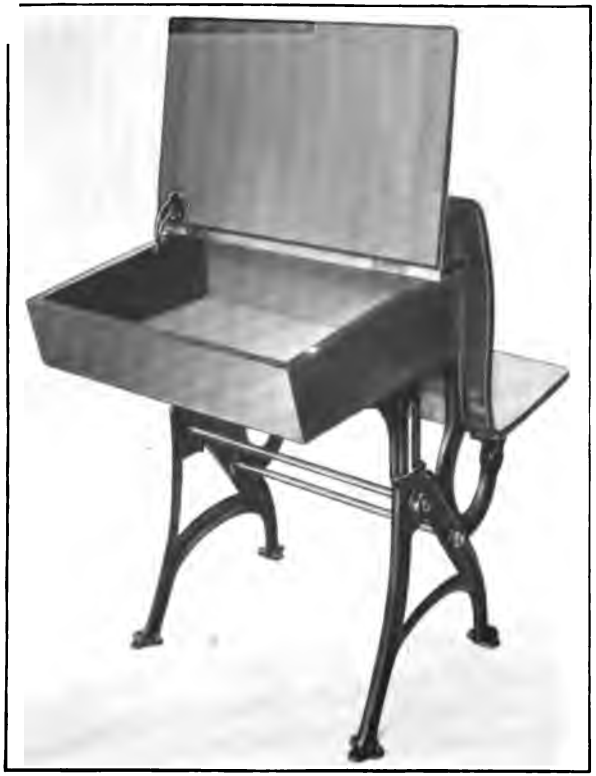
Every effort has been made to maintain a high sanitary standard in the schools and to this end definite instructions have been issued to custodians to keep closets and urinals thoroughly flushed, to use plenty of water without waste, and to observe rigid cleanliness in halls and classrooms.

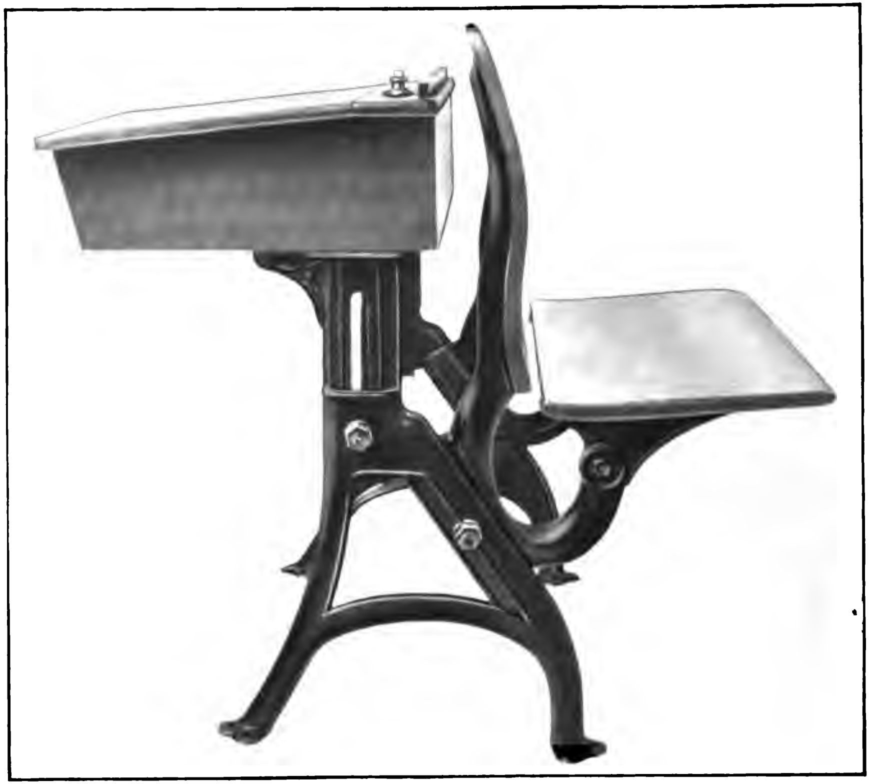
In various buildings the sanitary apparatus has been remodeled during the year and I may report that the schools are today in better sanitary condition than at any time in their history.



School Seat and Desk

In use in the Cleveland Public Schools. Built according to designs and specifications furnished by the Board of Education. Independent adjustment of Seat and Desk. Adjustment made from one side with single wrench. Made in four sizes.





School Seat and Desk

View on left showing interior of Desk Box.

Side view on right showing simplicity of construction and the easy lines of the seat and back.

The specific repairs of magnitude were a new range of closets for boys and girls at Scranton, an extra range of urinals at Case-Woodland and a new range of closets for girls at Hough, besides many minor repairs at various buildings.

During the year the free towel supply has been extended to cover practically the entire school system.

Shower baths have been installed and are in daily operation at Eagle, Harmon, Brownell, Mayflower and Murray Hill. At Brownell School 1800 baths were given in 1907 and the principal reports that skin and other diseases due to uncleanliness have almost disappeared at the building.

In the same line of work especial care has been given to the ventilating apparatus in all the school buildings, and particularly to all repair work of this nature. A ventilating engineer was employed early in 1907 to consult and advise the building department in regard to all matters of this kind. It is believed that better results have been obtained in this way in this important work.

School Seats and Desks

In my report for 1905 I commented on the lack of uniformity of seating in the schools throughout the city, and recommended a purchase of seats built according to specifications prepared in this department. In the report for 1906 it was shown that a beginning had been made in this direction by the first purchase under this plan. It was recommended however that the method should be revised so as to provide for the purchase of seats for new buildings as needed and for old buildings during the early summer. During the past year under the supervision of the Superintendent of Buildings the specifications for seats and desks have been changed in order to secure further improvement in form, adjustment and finish. Seats and desks made according to these plans which have been installed in our latest buildings, are in the estimation of experts who have examined them, superior to any now manufactured.

Principal points of superiority are the ease and rapidity of adjustment, the independent adjustment of the chair and desk, the capacity of desk box, and the accuracy with which the chair seat and back are made to conform to the lines of the children. Watterson, Rice and Murray Hill Schools are now equipped with this furniture. As was pointed out in reports of 1905 and 1906 one of the greatest needs of our schools today is that of new seats of this adjustable pattern to replace thousands now in our older buildings. To this end I recommend the largest possible expenditure during the present year to replace worn-out seats and desks and that in the tax levy for 1908 abundant provision be made for the same purpose. A continuous policy of this kind for two or three years will remove a condition which now affects the health of our children.

Blackboards

Considerable attention has been paid the past year to the repair and renewal of old blackboards. It has been possible to recover old and gray boards so that they are of a uniform dull black color. This work, accomplished by Board workmen, has resulted in considerable saving both in labor and material. As a basis of comparison it may be noted that at the Broadway building the blackboards were recovered at a cost of $18.38 while it cost $150.00 to recover the blackboards at the same building in 1905 by contract.

The new buildings in the school system are well equipped as to blackboards, but there is still considerable repair work necessary at some of the older buildings.

Blackboards were repaired and recovered at the following buildings during 1907.

Building	Square feet	Cost of labor and material
Case-Woodland	975	$ 9.80
St. Clair	660	6.80
Kinsman	4,414	44.05
Alabama	390	3.35
Rockwell	334	5.45
Huck	80	1.60
Stanard	3,110	24.50
Orchard	1,640	16.60
Mayflower	1,343	13.25
Walton	282	2.20
Sterling	1,000	10.00
Buhrer	707	6.65
Dike	115	1.85
Clark	778	7.65
	15,828	$153.75

Rearrangement of Executive Department

Early in the year, under authority from the Board of Education a rearrangement was made of the Executive Department with a view to a better classification of the duties of the department. The architect was relieved of all duties of bookkeeping and accounting, and also of all care of old buildings. The position of Superintendent of Buildings was created to take care of all the repairs on old buildings, the repair shop, and to have direct charge of all the carpenters, painters and laborers in the employ of the Board. There was also employed a chief inspector to have charge of the inspection of new buildings during course of construction, thus relieving the architect of considerable detail and enabling him to devote his time exclusively to the work of planning buildings.

Another change involved a rearrangement of the work of purchasing for the Board and the appointment of a purchasing agent. Under the code the Director alone can make purchases and the duties of the purchasing agent consist therefore rather in obtaining estimates and bids on all supplies and in keeping an accurate account of prices and submitting same to the Director.

A year's trial of this system has proven its efficiency as the work of purchasing supplies has been transacted with greater dispatch and economy than ever before. I believe the system now in effect compares favorably with that of any large city in the United States and is in conformity with the recommendations of the Educational Commission made to the Board in 1906.

Tax Levy

On May 18, 1907 I submitted to the Board an estimate of the amount needed for expenditures during 1908. This recommendation carried a total levy of 10.7 mills divided as follows:

Tuition	6.35
Building	1.50
Contingent	2.10
Bonds, Interest and Sinking	.75
Total	10.70

As customary this was referred to the Committee on Salaries and Appropriations and upon the recommendation of this Committee the levy was adopted May 27, 1907, by the Board. The receipts for 1908 will therefore be based on a levy of 10.7 mills on an estimated valuation of $240,000,000, producing a gross income from local taxes of $2,568,000.00. On this basis the Board must set aside $25,680 for the Teachers' Pension Fund.

Tax Abatement

My report of 1906 recorded the fact that there was on file in this office a complete abstract of title to each piece of property owned by the Board. Early in 1907 the office took up with the County Auditor the abatement of all general taxes standing against the property of the Board of Education. On May 20, 1907, a detailed report of such liens was made, amounting to $12,285.20. Following this report to the Board a petition was presented to the County Auditor praying for the abatement of these taxes. The petition was granted and such charges as were standing were removed from the books, and I am able to report that the Board of Education today has no taxes due against it on any of its school property. These abatements included a number of special taxes, amounting to $2,548.10, on the Detroit, Willson, Central High and Miles Schools.

It should be explained that the existence of so large an amount of liens grew out of neglect to clear up same on property purchased by the Boards of Education in former years. Under the present method of purchasing property, this is impossible, as deeds are not approved by the Board of Education until the complete abstract and the deed has received the approval of the City Law Department. In addition all taxes which are a lien on the property must be cleared up before the money is paid over to the grantor.

Teachers' Pension Fund

As has been pointed out before, the law provides that this sum shall be drawn from the Contingent Fund and forms a serious drain amounting as it does to about five per cent. of the total of that fund. It is evident that the sum realized through the operation of this law is far in excess of the need of the very laudable object for which the fund was created. Since the fund is "special" and its distribution beyond the direct control of the Board, the levy should also be special. Though the law providing for school levies does not define the expenditures that may properly be made from a contingent fund, it must be clear that a teachers' pension fund would be more properly paid out of the tuition fund, being in no sense a "contingent" expense.

Indigent Books

In my report made December 31, 1906, attention was drawn to the extraordinary expenditure for indigent books and its effect upon the contingent fund amounting in that year to approximately $23,000. The President of the Board in his annual address of the same date pointed out that 27 per cent. of our children were classed as indigents and recommended the appointment of a committee to determine whether the distribution of free books had not become an abuse. This committee was duly appointed and made a careful study of the method in vogue, consulting with principals and others. The report of the Committee which was adopted, recommended that the distribution of indigent books be placed in charge of the Director of Schools.

In compliance with this authority and with the aid of a committee of school principals, a blank was prepared which the parent or guardian is required to sign when requesting free books and by means of which the number of applicants was greatly reduced. Each request was first investigated by the principal, who in case of doubt turned the application over to the truant officer of the district for further investigation. By these methods many requests were eliminated while needy applicants were promptly supplied.

It is clear that so long as our common school education is compulsory and so long as books are not free to all, the indigent book problem will continue to be the bane of principals and teachers. This is due to the difficulty of drawing sharp lines between three classes of school patrons: first, the class absolutely unable to buy, through poverty or other cause; second, the class well able to buy, but who are unwilling to do so; third, that worthy class of our citizens who are raising large families and who must make great sacrifices in order to secure needed school supplies.

At the time of assuming control, I found that there was in the hands of principals of various buildings approximately $25,000 worth of these indigent books. It was generally conceded that under careful supervision as devised, this stock was far in excess of any possible need for the next five years, or until the next adoption period. Orders were issued to return surplus books not likely to be needed within the current year, to the storeroom. About

Planting a Hedge

Gardening by Defective Children

Special Features of School Garden Work

Arbor Day at a Cleveland Public School

October 15 requests were made by many principals for permission to sell second hand books at half price to children who were still without books, being unwilling to declare themselves indigent and yet unable to pay full price. After careful consideration of these requests and with a view to reducing the investment in indigent books to something like a normal figure, such permission was given, provided that in each case every other means to have parents buy books through regular channels had been exhausted. In this way the stock was reduced by $1,077.16, and the amount turned into the contingent fund. The books thus sold were all, of course, second-hand, many of them old books carried over from the former adoption period. While the disposal of books in this way may be criticized on purely legal or technical ground, I believe it can be easily shown to have been justified on account of the large surplus of books on hand and good business policy. If so, it was in the interest of the tax payer. In addition to the cash turned into the contingent fund in this way, there is on hand in the storeroom indigent books which have cost the Board $8,275.44, a supply sufficient for many years with a slight additional expenditure each year. New books in this storeroom amounting to about $800.00 could be returned to the regular book stock by action of the Board.

It is worthy of note that the total expenditure for new indigent books during the year was but $319.61, as compared with $22,969.44 in 1906. It should be explained, however, that the expenditure in 1906 was extraordinary, due to the adoption of many new books.

School Gardens and Grounds

The organization of this work under the direct charge of the Curator of School Gardens now includes besides school gardens, the planting and care of trees, shrubs and flowers with the purpose of beautifying school grounds, a propagating center, botanical garden and exchange garden at Rosedale School and lectures on gardening at various schools.

The importance of such a department in our school system is seen in the work already accomplished, and when plans now made are fully worked out the result, I believe, will more than justify the Board's present expenditure for its maintenance.

Large playgrounds for which the Board has made and is making such ample provision afford, it is true, opportunities for play, which, when properly directed, form a valuable aid in the development of the child. But it may well be doubted whether such play has the educational import or the hygienic value of work in the school garden which combine play and industry. Ideal conditions are found where provisions are made for both, and where a portion of the grounds are set aside for lawn, trees, shrubs and flowers. Considerable progress has been made during the year in increasing the size of lawns. Trees, hedges and shrubs have been planted with an idea to present enjoyment and permanent beauty. The Home Gardening Association gave the schools more than 8,000 bulbs as prizes for flower shows, and these were used for both indoor and outdoor planting. The Association also contributed $600, which was expended by a committee in the purchase of shrubs and plants, for a tool-house for the Rosedale Garden and for soil and labor for the botanical garden, also at Rosedale School. It is planned to make this garden the most complete of its kind in the country. The space now set aside is 70 x 280 feet, the soil being specially prepared with a view to the requirements of the individual plant. Planting will be on a definite plan to illustrate the various families of plants, the intention being to make the garden as instructive as possible to the children of the city.

School gardens have been conducted successfully at Rosedale, Doan, Detroit, Warren and Giddings Schools. It is hoped to add at least three gardens during the coming year, probably at Tremont, Halle and Fowler. I believe that great good can be accomplished by establishing small gardens in connection with schools for defectives and for the school for the Deaf, and a start has been made in this direction. Gardens in connection with cooking schools will be established where conditions are favorable. Such conditions are found at Oakland and Wade Park Schools.

In this connection it will not, I hope, be out of place for me to urge upon the Board the importance of Gardening and Elementary Agriculture as a part of manual training. At this time, when industrial education is attracting wide attention from educators and Cleveland is taking a foremost place in elementary manual and industrial training, it is worthy of note that the Board has ready at hand the materials for an interesting experiment in this direction—one which might be made with little additional outlay and which might open up a way to hundreds of our boys to secure a livelihood and an occupation in life that would bring health and happiness. Many of those who are charged with the training of boys recognize the importance and value of such outdoor occupations as compared with those of the shop or the factory; we have here the opportunity to encourage boys and young men to become producers rather than machines and do something to counteract the modern tendency to crowd in cities. Many boys who have done the voluntary work of a single year in one of our gardens are now employed in the country in the summer at good wages.

Manual Training Fee

In my report for 1906 a recommendation was made to lower, or if possible to abolish the manual training fee of $3.50 for materials used by high school pupils taking manual training work.

The matter was referred to a special committee who reported favorably on a reduction to $2.50. This has met with favor both from pupils and parents and is comparatively low, considering the quantity and cost of the material furnished.

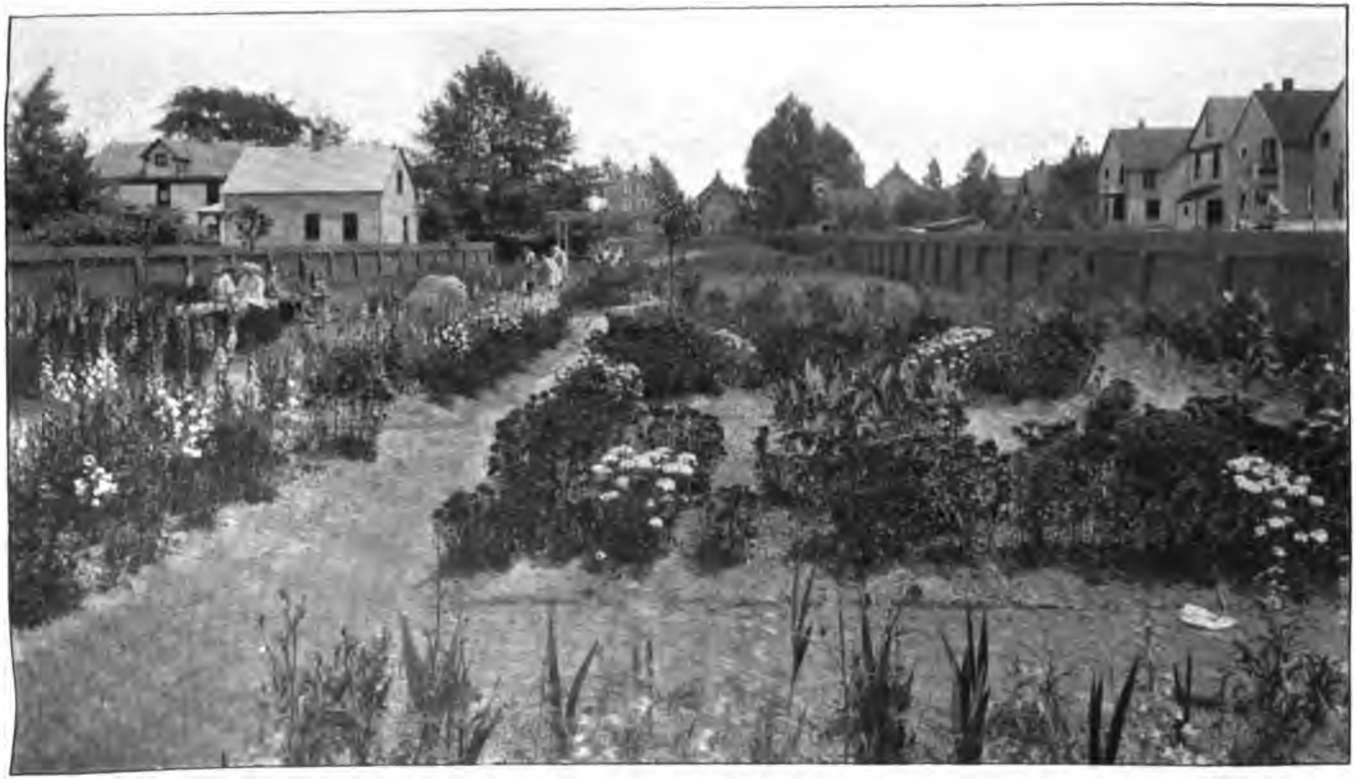
In conclusion I wish to thank the members of the Board of Education and the Superintendent of Schools for their hearty co-operation and good will in aiding the work of this department during the year just closed.

Respectfully submitted,

CHARLES ORR,

Director of Schools.

Cleveland, January 6, 1908.



School Garden in Midsummer—Rosedale School

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Annual Report of the Superintendent of Schools

To the Honorable Board of Education:

In accordance with custom and your rules, I submit herewith report for the year ending September 1, 1907, being the seventy-first in the series and the first which I have had the honor to present.

My official term began May 15, 1906. Naturally plans for completing the work of the school year had already been made; in consequence I was left free to study existing conditions with a view to inaugurate such changes, structural or otherwise, as should be found necessary for the improvement of the schools. In this survey I was much aided by the recent thorough studies of the distinguished citizens composing the Educational Commission. As a final result I have to report the following analysis of activities affected by the work of the year just closed:

I. UNIFYING AND SIMPLIFYING SCHOOL WORK.
II. IMPROVING SCHOOL CONDITIONS.
III. EXTENDING INDUSTRIAL EDUCATION.
IV. WORK OF CONTINUATION SCHOOLS EXTENDED.
V. FORMING SPECIAL CLASSES.
VI. PAYING MORE ATTENTION TO THE HEALTH OF CHILDREN.

I. Unifying and Simplifying School Work

The distinct need of the schools was found to lie in the direction of greater simplicity and unity. This need was apparent both in matters of instruction and administration, hence to make these more simple, direct and effective has been the end toward which efforts have been chiefly directed during the year. These efforts manifested themselves in various ways the most important of which are here mentioned.

Revision of the Course of Study

Chief among the attempts to simplify and unify on the side of instruction was the revision of the course of study for elementary schools. The making of a course of study is one of the most responsible and difficult problems in school administration involving as it does a wide range of contributive influences. What shall be taught in school? How shall it be taught? How much of it shall be taught? How much time shall it occupy? How does one subject compare with others in value? What shall be the basis for determining what to teach in school? Shall it be determined with reference to the development of the native capacities of the individual, i. e., to give the child full possession of his natural powers—or shall it be determined solely by money-earning standards? To what extent does the industrial and social life determine what to teach in school? What topics in a given subject are most important and what may be omitted? What subjects correlate to advantage with one another? What influence on children do certain subjects of study and certain methods of instruction and management produce? These and many other questions are involved in the making of a course of study. It is not therefore work for a novice but on the contrary it is work that calls for a high degree of professional skill, a judicial attitude of mind, a sane perspective of values among school studies and a common-sense notion of the scope and function of the school. Without these qualities there is no guaranty against one-sidedness in training from which little children are great sufferers. To secure and maintain a proper distribution of emphasis among the several studies and a judicious poise in methods of instruction and discipline are vital to an all-sided training.

The new course of study represents an attempt to knit together related phases of subject-matter, to mass and combine instruction in studies that mutually reenforce one another, to select fundamental topics in each subject and to eliminate or subordinate non-essential topics—in short to organize instruction with reference to educational values and economy of treatment. The waste that comes from the treatment of subjects in their isolation is enormous. The new course aims also to give emphasis to the so-called essential subjects without impairing the quality of instruction in the other studies. Indeed the clear-cut emphasis of fundamentals and the judicious elimination of non-essentials cannot fail to yield better returns in the increasing ability of children to control the elements of knowledge, which after all constitutes the basis for all future progress. As a result children should read, write and spell better and should control more readily and certainly the elementary processes in arithmetic.

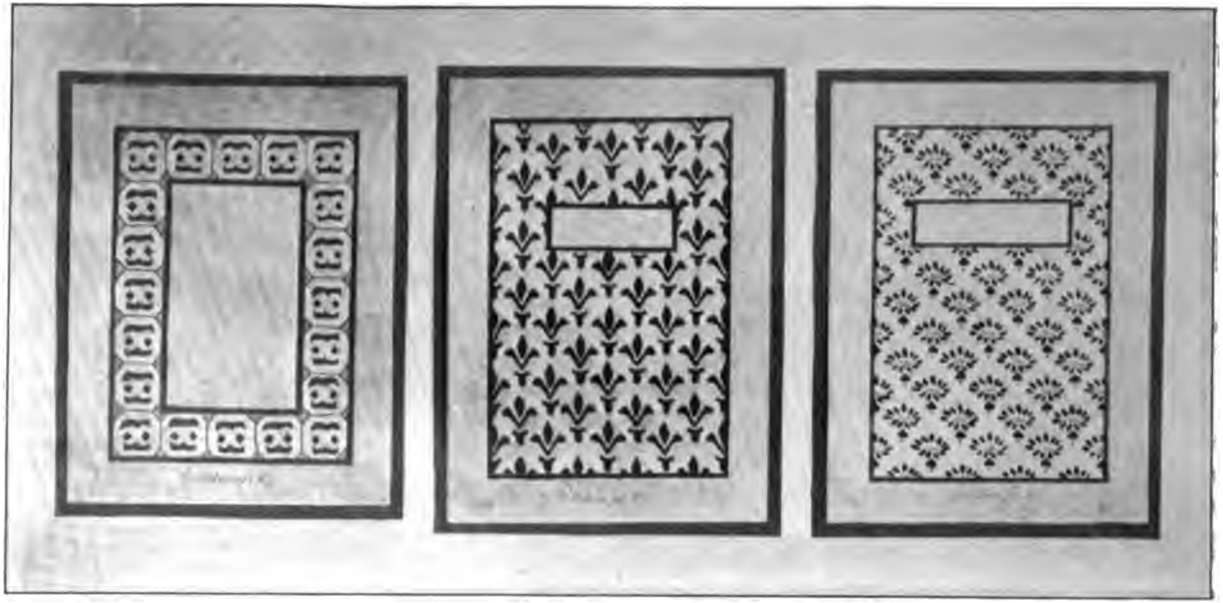
The new course recognizes that radical changes have taken place in the industrial and social life, thereby creating new conditions and a new environment to which the school must adjust itself. Education is to fit for life hence changes in the economic life call for changes in the school, its curriculum and methods of instruction. We have become a great manufacturing nation hence our life is industrial and most public school pupils will engage in these pursuits. This calls for a change in the school product, for more direct connection between life in the school and life outside the school. It revises our list of essential studies, giving prominence to the manual and constructive activities and to drawing, upon which every phase of industrial work depends. In a word it demands that the school shall fit for efficiency in a life that is predominantly industrial. Recognizing the formula that "whatever is worth doing at all is worth doing well," the new course seeks the most direct and effective methods of instruction in these as well as in music and physical training to the end that the best results may be secured in these studies within reasonable limits of time.

The sum of knowledge has steadily increased until 'what to eliminate' has become an important question. The tendency is to undertake too much, to make instruction complex and intricate to the neglect of the simpler and more fundamental processes that come within the range of the pupils' experience and within the scope of their probable future needs. This tendency is accentuated by the fact that the college sets the requirements for the high school and the latter in turn affects the work of the elementary school. The new course seeks to establish a more rational standard of attainment and one more clearly within the reach of the children. It recognizes too that while a few will go to the high school and an occasional one to college, the most of the pupils will not complete even the elementary school course. This indicates that the school is preparing for life rather than for high school or college and that the needs of the former rather than the requirements of the latter should guide in the conduct of the elementary school.

Committees of teachers, principals and supervisors rendered valuable service in furnishing data for the revision of the course of study. Their reports upon the various studies show splendid analysis of conditions and needs and many of them reveal a high degree of professional insight. At best a course of study is a growth; it requires constant change to meet new conditions and new insight. In a final analysis the combined experience of thoughtful teachers must determine the working-formula; to this end teachers are urged to contribute the results of their experience as a basis for further modifications of the course of study.

Correlation of Geography and History

Correlation is an economic factor in teaching. In general the teaching of one subject in its relation to another receives too little attention. Not only is there economy in such arrangement of subject-matter but facts are seen by pupils in their true relation to one another. It is the natural way of teaching.



Book Cover Designs—Sixth Grade

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Geography and history afford an excellent example of this interrelation. Life is affected by its environment hence geography has a determining influence upon history. The routes of transportation and communication and the location of cities and industries are determined by facts of physical geography; they are not the accident of history. For this reason these subjects should be taught together in their cause-and-effect relation. To this end these studies have been correlated throughout the grades and placed under one supervision. The results cannot fail to be better than when they were taught as unrelated and isolated subjects; there will also be economy of time and effort.

In a similar way in shop-work, sewing, cooking, drawing and school-gardening much practical use is made of arithmetic. This application of arithmetic to real problems in life is the best kind of teaching and serves to enlarge the field of practice in this subject. In consequence of this helpful indirect instruction less work is necessary in the regular lessons in arithmetic. Correlation is therefore a time-saver.

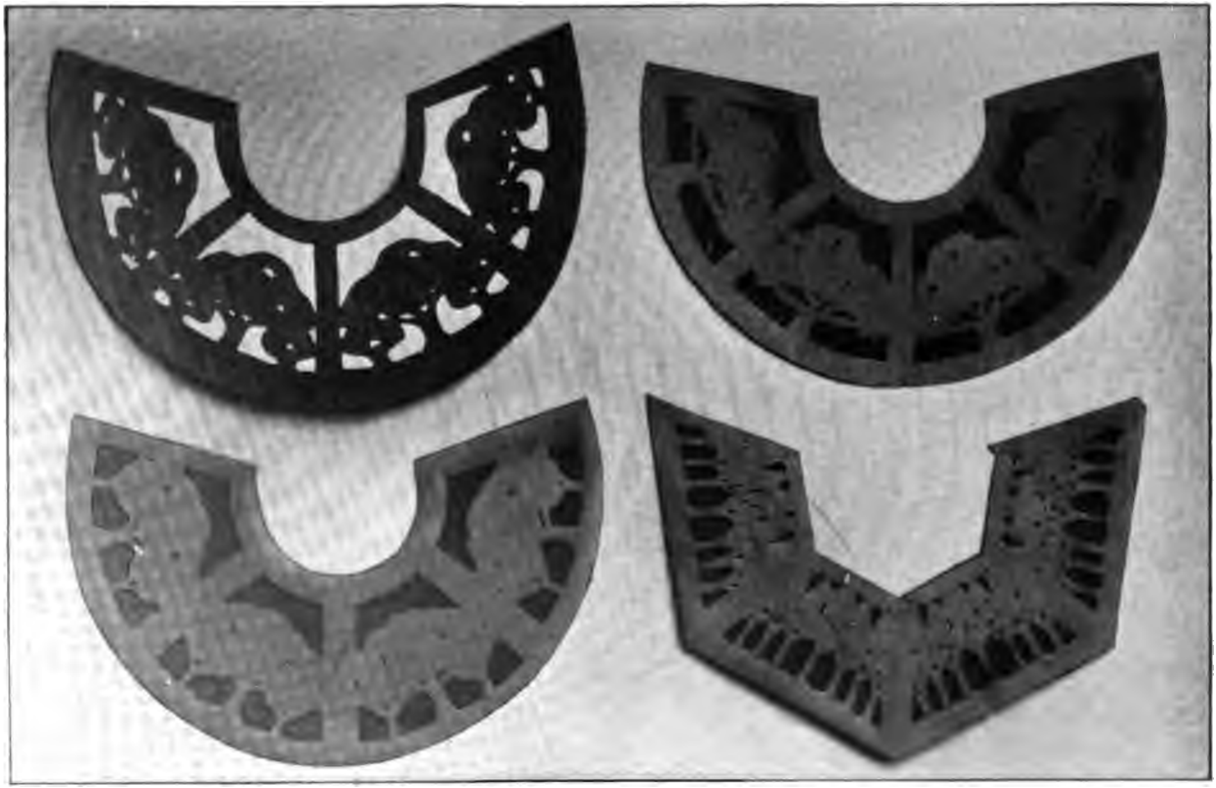
Drawing and Manual Training Combined

In reorganizing the department of drawing, additional steps were taken to simplify and unify by uniting drawing and manual training in the primary grades, placing the combined work under one supervision and reducing the time assignment one-fourth. The correlation of these subjects so closely inter-related not only yields better results in both studies but it also saves time. Both drawing and manual training relate to the practical uses of knowledge and rest upon an industrial basis. In this way drawing becomes a real problem to the child since it relates to the form, construction and decorative treatment of a given article of use. The new work is greatly simplified and appeals to the creative instinct; it is made more purposeful to the children by reason of the correlation of the two phases of work. Drawing precedes making; everything exists on paper before it is constructed. In the schools of Germany drawing receives three to four times as much time and attention as in American schools and in manufactured products Germany excels. In all industries there is need for a large proportion of thoroughly skilled workers while even the artisan should have some appreciation of art in his work. In this industrial age drawing and manual training must be rightfully considered as essential studies necessary to the industrial and commercial development of the nation. They are equally important in the complete development of the individual. They lay the foundation of good taste to be carried into the home and into life. They aid in acquiring and expressing ideas in all other studies. For example, arithmetic is given meaning when it is applied in problems of construction and design. Excellent practice in measuring and computing is given in this work. The economy in time and energy that comes from uniting these studies as well as the educational advantages that follow amply justify this arrangement.

Kindergarten Department Reorganized and Work Extended

In the Kindergarten department the following conditions were found:

Two teachers were assigned to each kindergarten; the sessions were single, extending from 8:30 to 11:30; fifty pupils as a maximum were admitted and the remainder placed on a waiting list. This means that two kindergartners were required in order to handle fifty children a half day, while in the primary grades one teacher handles forty-five to fifty children a whole day. Reduced to terms of a day's work, the cost per capita for instruction in the kindergarten was about four times as much as in the primary grades. This raises the serious question as to whether the instruction of a child five years old should cost four times as much as one six years old. When to this is added the waste due to the fact that a schoolroom representing an



Candle Shades—Eighth Grade

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investment of $5,000 is idle half the time, it will be seen that the total per capita cost of providing kindergarten instruction upon this plan was very great.

In view of these conditions and the further fact that many children were seeking admission to the kindergarten—in some districts more were on the waiting list than on the admitted list and were denied the privilege notwithstanding there was an idle room and two idle teachers at hand half of every day—it was decided to reorganize the kindergartens placing them upon a two-session basis corresponding to the schedule of the first grades, extending the privilege of the kindergarten to the large number of children on the waiting lists. This plan not only reduces greatly the per capita cost of kindergarten instruction but it also enlarges its usefulness by extending its privileges. The two-session plan certainly adds to the influence for good which the kindergarten exerts in the community.

Kindergarten training has distinct value. The period from four to seven years is that of most rapid brain growth which modern psychologists assure us bears a close relation to mental growth. Hence it is the period in which the child is most plastic, hence most impressionable; it is a period important in habit-forming. In the kindergarten the child gains control of body, acquires skill, has his senses trained and is in consequence more alert. He is also placed in a democratic society in which each works for all and all for each. He learns self-denial and self-control; in short he is trained in social living. In the first grade the kindergarten child has advantages over the one who enters without this training. In splendid fashion does the kindergarten perform a great work.

Department of Music Reorganized

The weakness of the horizontal plan of supervision—i. e., supervision on a grade basis, the same person having charge of a given study in one or more grades, was apparent in the department of music. Here the several supervisors had each the supervision of three or four grades; each worked on an independent basis; each pursued his own plans and devices; the work of one supervisor did not necessarily lead up to that of the next; the children were subjected to abrupt changes of method and practice; there was no dominating and unifying purpose that guided instruction throughout the entire course; the work was wanting in unity of method and aim; on the contrary it consisted of separate and detached sections; moreover there was the absence of an organizing center about which to harmonize the various opinions and practices of the several supervisors; each was an independent unit.

In the interest of unity and simplicity the department was reorganized by providing a supervisory head for the entire work including elementary grades, high and normal schools and a force of assistants to aid in the conduct of the work. As a result frequent conferences of supervisors and assistants are held, experiences are compared, plans arranged, methods of instruction harmonized and unity of practice established throughout the entire system. This comparison of ideas, opinions and experiences results in a composite practice that is better than that of any one supervisor acting independently of the experiences of others. Thus a system of instruction in music has been established instead of several systems each independent of the others. Gains to the children are inevitable as a result of the reorganization of this department.

Department of German Reorganized

Further efforts at simplification are found in the reorganization of the department of German, postponing the beginning of the study until the fifth grade. The inadequacy of the results secured in this study, the demand for more and better training in English—the vernacular of the country— and the requirement that more time be given the so-called essential studies, together with the doubtful practice for little children of beginning the study of two languages at the same time, a practice not followed with adults in high schools and colleges—these conditions led to the change.

At the same time German was placed on a basis similar to that of arithmetic and other studies; promotions were established on a basis of merit as shown in class work and regular tests; the instruction was vitalized and intensified and the conditions made favorable for securing application on the part of pupils; the course of study was revised and fundamentals emphasized; in short the study has been reorganized and given new life. It is the belief that the results in German will be perceptibly increased and that the power of the children to control the language will, at the end of the eighth grade, be greater than under the previous practice.

Gratifying confidence and interest in the work are shown in the largely increased enrollment in the classes in German this year. The gain over the enrollment of last year is more than a thousand. In the classes the German language is used as the chief medium of instruction. The study of German has been placed upon a substantial basis by means of the reorganization of the department.

Adoption of Text Books

The judicious selection of text books for use in the schools of the city—elementary, high and normal—for a period of five years and the making of advantageous contracts for the same, insuring to the schools the best available tools of instruction and to the patrons the best prices and terms obtainable, is a difficult and responsible duty. By resolution the Board of Education directed the superintendent of schools to recommend for adoption a complete list of books for all the schools, placing upon him entire responsibility for the selections made, the members refusing to enter into consideration of the relative merits of texts submitted by representatives of the various competing publishers. Two months were given to the study of the problem. In the selection of books for high and normal schools teachers and principals gave helpful advice and guidance. Of like service were the reports of teachers, principals and supervisors on conditions and needs relative to the course of study in the elementary schools. Policies of instruction are favored or hindered by the method of treatment in the texts used, hence the selection of books is guided by the theory of instruction that dominates in the various studies.

On the business side of the problem it was found advisable to prepare specifications as a basis for bids from publishers thereby setting uniform conditions and terms for all contracts. Two items in this list of special interest were (1) Prices were guaranteed to be as low as the lowest at which the books are sold or offered in the United States, (2) An option was given the Board to substitute any other edition than that shown in the sample in the event of the publication of the text in any other manner or in any other edition. The significance of a guarantee of price as a means of preventing discrimination against the patrons of the public schools of the city is shown in the fact that already the Board has collected rebates for over-charges on books from two publishing houses notwithstanding these contracts have been in force but a little more than a year. The requirement that all special editions be placed at the option of the board resulted in contracts that involved a saving of several thousand dollars annually to the school patrons for the period of five years. In making these specifications there were no precedents to guide, this city having had no book contracts previous to this that involved guarantees or protection against unjust discrimination in prices. As a final result satisfactory modern texts were secured for the schools at reasonable prices and upon terms that safeguard the interests of the public.

Separation of Administrative and Supervisory Functions

During the year the regulations relating to the organization of the official staff were so changed as to give a clear

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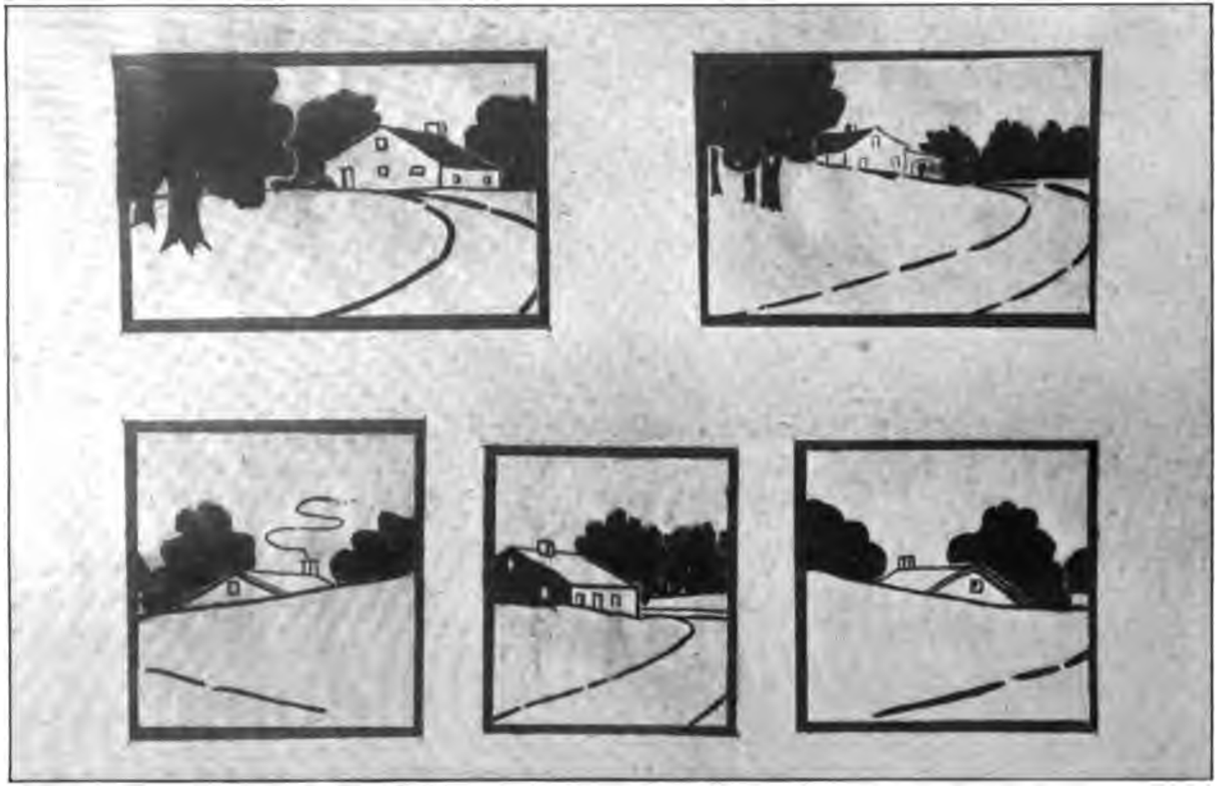

Composition in Landscape—High School

definition of duties, distinguishing between administrative and supervisory functions. The doubtful practice of combining the two indiscriminately had obtained in some cases; in others it was the custom to call into conference upon matters of administration certain assistants and supervisors to the exclusion of other supervisors and assistants; there was in consequence much confusion of functions and in practice much that was illogical and doubtful. In the new arrangement all responsibility for administrative duties is centered in the assistant superintendents and all supervisors are placed upon the same basis of function charged only with the supervision of instruction in their respective fields of subject-matter. At the same time a supervisors' conference was organized to meet with the superintendent once a month for a comparison of ideas and for purposes of harmonizing and correlating instruction, cementing individual lines of subject-matter into a unified whole. This definition of duties simplifies matters greatly, centralizes responsibility and unifies practice throughout.

Enlarging Principals' Duties and Inaugurating Promotion Plan

During the year principals have been charged with increased responsibility for the supervision of instruction in their respective buildings. This is the most important function performed by principals including as it does all subjects and all grades in the school. Direct supervision operating through and in conjunction with the principal relates to one subject only and in no way interferes with or takes the place of supervision by principals. Supervision by principals is especially serviceable in harmonizing the several lines of instruction. The most important work of principals consists in the training of teachers into efficiency and power. Effort should be directed toward those most in need of guidance.

A policy of promotion among principals has also been inaugurated during the year. This seems logical and fair as a mode of filling vacancies in principalships as they occur from time to time. It offers several advantages: (1) It insures to the larger buildings where the problem is most difficult principals with successful experience in smaller buildings; (2) It gives the newly appointed principal an opportunity to demonstrate executive and supervisory ability in a smaller building where difficulties are at the minimum and thus to establish a claim to promotion; (3) In all schools the masses of the children are in the primary grades hence the principal should be strong and helpful in primary work. The smaller building which has primary grades only gives the newly appointed principal experience with this grade of work and an opportunity to establish herself in it before assuming a large building the demands of which require efficiency on her part from the very first. In general the plan offers a safe and fair means of filling the more difficult and responsible principalships and at the same time offering outlook to those who may be assigned to small buildings and who show genuine ability to inspire and help teachers.

Unifying the High Schools

Distinct gains have come to high school instruction and administration by reason of the wider recognition of the principle of cooperation. In every department practice is becoming more uniform and a system of high schools is rapidly being evolved taking the place of individual schools operating independently of one another. The splendid work of the Board of High School Principals is largely responsible for this progressive movement. This board meets once a month for a comparison of ideas and experiences and for establishing common policies of instruction and administration. At these meetings every phase of educational and executive activity is given consideration. Nothing has done so much to unify and simplify high school practice and to bring agreement and the spirit of cooperation into the work as these conferences of high school principals and the superintendent.

High school teachers in all of the leading subjects have organized themselves into clubs which meet regularly for the consideration of matters relating to their respective departments. The course of study, methods of instruction, results both as to quantity and quality—these furnish live topics for discussion. Educational values as well as psychological topics find a place in these programs. Through these clubs teachers have made and are making helpful contribution to a unified system of instruction which is a composite of the best experience and judgment of the entire teaching force.

The use of uniform texts in the classics—English, German and French—and their distribution by terms defining an order of study is a further aid in the direction of unity. All are thus interested in the same piece of literature at the same time; in consequence a good register of relative values both in subject-matter and in modes of treatment thereof is possible. A better opinion of the value in the lives of the children of this or that piece of literature can be secured in this way than in any other, and this after all is the final test of teaching value.

A further step toward united effort was the adoption by the Board of Education of a code governing high school athletics, providing faculty coaches and eliminating professionalism. This places all schools upon a common basis and ensures to the smaller school in the less favored district as efficient coaching as that given the larger school or that in the more favored locality. In short athletics is coming to assume its proper place in the list of high school activities and clean sport is more highly prized as a distinction than winning games upon a doubtful and unreliable basis of sportsmanship. Best of all this spirit is being instilled in the minds and the consciences of students active in athletics.

Most significant of all is the growing spirit of cooperation which characterizes teachers and principals and manifests itself in the daily conduct of the school. Unconsciously it establishes itself in the lives of the pupils and tends to become a fixed life-habit.

Articulation Between Elementary and High Schools

The movement toward unification indicated in the preceding paragraph forms a basis for a still further application of the principle of cooperation in bringing about closer articulation between the elementary grades and the high schools. As yet only preliminary steps have been taken in this great work. From the eighth grade to the high school the step should be made without abrupt changes in policy or method. The number of failures among first year students particularly in Algebra and Latin together with the number of withdrawals during the first year and at the end of it suggest the need for greater cooperation among the workers in bridging the gap between the eighth and ninth years. Under present conditions one fundamental difficulty is found in the fact that in the grammar grades pupils prepare their lessons in school under supervision of the teacher while in the high school their study periods are chiefly at home and without the aid of the teacher. This presents a real problem the solution of which makes demands upon both groups of teachers. In the grammar grades it calls for greater efforts to establish the children in independent habits of study; in the high school it requires greater emphasis upon the child if not less upon the subject-matter. In this adjustment between grades large demands are made upon the high school which at best is confronted with some distinct obstacles. Among these are (1) the arbitrary requirements for college entrance determined chiefly by those unfamiliar with the abilities and needs of children of high school age, (2) the tendency in teachers to imitate university methods suited to the more mature minds of college students, (3) the tendency to center interest in the subject of instruction rather than in the pupil, in extreme cases sacrificing the latter to the former, (4) the tendency to develop in teachers unsympathetic methods fostered by the departmental plan which too often substitutes testing for teaching. In the grammar school this tendency takes the form of reviewing instead of teaching. These tendencies are overcome in the measure in which teachers recognize them as obstacles and successfully adapt their instruction to the needs of the pupils.

Some possible modes of cooperation are the following:

1. Frequent conferences of grammar and high school teachers will lead to a better understanding of aims and methods, conditions and requirements in the work of each, to a fuller appreciation of the needs of the children, their individual aptitudes and interests and to a deeper sympathy with their limitations and difficulties.

2. Mutual visits of teachers would be helpful. High school teachers, particularly those who deal with first year students, should visit the eighth grade schools in the district at least once a year for purposes of familiarizing themselves with the pupils and the nature of their work as well as the conditions under which it is done.

3. In the grammar grades greater emphasis should be placed upon establishing the child in good habits of study. In the high school children should be studied more and the most capable and experienced teachers placed in charge of first year students. In both, instruction should be more simple and natural; more within the range of the pupils' experience and within their power to interpret and apply.

Trial Promotions Abolished

For many years it has been the policy to promote doubtful pupils on trial, leaving the succeeding teacher to determine finally their ability to pursue the work of the grade to which the assignment was made. This practice has some things to recommend it to favor but it has also some grave disadvantages, the most serious of which is the shifting of responsibility in cases difficult to decide from the teacher who has had the pupils in charge for a year to one who must reach final conclusions in a brief period of time. The teacher whose pupils are finally not advanced escapes responsibility for the situation by the fact that she did not recommend them; they were simply advanced on trial. As a means of stimulating irresponsibility in teachers in matters affecting the promotion of pupils, this plan is most effective. In abandoning the practice the teacher, with the aid of the principal, must determine whether or not the pupil is to be advanced in grade. In the event pupils show their inability to do satisfactorily the work to which they are assigned, they are sent back to the previous grade. This plan centralizes responsibility and simplifies the treatment of cases that arise under it.

Recognition of Examining Board as Independent Body

The Board of Examiners, consisting of three members appointed by the Board of Education, is charged with responsibility for the certification of teachers. This body stands at the entrance to the teaching ranks and sifts the material that applies for admission. Its function is to protect the city from incompetent and unprepared teachers and to aid in determining those capable of rendering effective service to the schools. It is therefore a selecting agency. The educational department has recognized this board as an independent body and has insisted upon its assuming entire responsibility for its official acts. In no sense has this department become responsible for the certification of any teacher nor will it do so; it wants no concessions granted or favors extended to any teacher; it expects a uniform policy to apply in all cases resting upon a similar basis; in emergency cases it willingly goes upon record in stating the existing needs of the schools but it declines to assume responsibility for any official act of the examining body; it has no positions to offer in exchange for certificates for possible friends and refuses to trade in any manner or form. This policy has been pursued with the utmost firmness and has the effect of placing the Board of Examiners upon a plane of independence worthy of those who fill these responsible positions, so difficult to administer, even under the most favorable conditions.

Observing District Boundaries

For many years transfers of pupils from one district to another were made freely upon request. It was the custom to regard these as permanent not only for the child under consideration but for the brothers and sisters that followed. In time the privilege of transfer became a right and respect for district boundaries rapidly declined. For mere sentimental reasons requests for transfers were urged until a revision of district boundaries became inevitable.

It is a difficult undertaking to house all the school children in a growing city. For purposes of economy in administration some requirements are necessary in order to utilize schoolrooms already built and to determine proper location for new buildings needed to relieve congestion and provide for growth. This is best done by the observance of district boundaries. The school is democratic and requests for transfer based upon reasons of class distinction are inconsistent with the spirit of our institutions. They can not therefore be recognized as valid. The policy is to make transfers only to relieve great inconvenience occasioned by reason of long distances, in case of cripples or other physical disabilities or to relieve congestion.

Enlarging the Truant Officer's Function

During the year simpler and more direct methods of handling truants were devised. Arrangements were made with the Juvenile Court whereby truants are sent direct to the Boys' School by the Truant Officer. In the previous practice the Truant Officer referred all such cases to the Juvenile Court, the latter sending them to the Boys' School. The new arrangement is much more effective and the results more satisfactory.

Revising the System of Reports

Last among the efforts to simplify and unify was a complete revision of the blank forms in use in the system of reports. These were cumbersome, included much useless data and were unnecessarily burdensome to teachers and principals. A committee of principals appointed for the purpose of revision rendered splendid service by placing records of pupils upon a card catalogue basis and revising the reports throughout. As a result all useless and duplicate data was eliminated and the necessary statistics reduced to simplest formula, thereby greatly reducing the time and effort of teachers and principals in caring for this phase of school work. It is a pleasure to commend the faithful and effective work of this committee.

II. Improving School Conditions

During the year gratifying progress was made in improving school conditions, particularly in matters affecting the conditions under which teachers work. The revision of the salary schedule for teachers in the elementary schools, the inauguration of the merit system of promotions and the establishment of the Teachers' Pension Fund are distinct advances.

Increased Salaries for Teachers in Elementary Schools

The salary schedule for teachers in the elementary schools was revised during the year, the maximum increased to nine hundred dollars and all distinctions in grade eliminated. The rapid increase in the cost of living and the increasing professional demands made upon teachers more than justify the advance in salaries. The removal of grade distinctions makes it possible to place teachers where they will render their best service without at the same time discriminating against them in salary ranking. In the elementary school the hours are long, the work varied and heavy and the tax upon nervous energy very great. Under the most favorable conditions teaching is hard work and there is no way of making it easy. Only those physically well and strong are equal to the strain of teaching in the elementary school. This fact is becoming more and more apparent. The public rightfully demands of the teacher continuous growth; every day she should be at her best. The teacher on the other hand has a right to a salary that shall make possible the vital means of growth. Both conditions must be met if our schools are to yield their best service to the community. Better pay means more growth and better service. The fundamental reason for advancing salaries is to insure better teaching and to make the schools worth more to the community. In return for this increase in salary we are I believe receiving more at the hands of our teachers than ever before.

Merit System of Promotion Inaugurated

In revising the salary schedule the merit system of promotions was established. By its operation both experience and efficiency register as factors in the promotion. Three groups or classes were formed each covering a period of four years within which promotion is automatic but advancement from one class to the next higher class is based upon efficiency in work. Instead of the usual promotional examination a record for efficiency is made the sole test. This includes also evidences of growth and progress. The rating is based upon written data submitted by all in official relation to the teacher. In inaugurating this system the doubtful practice is abolished of paying all teachers having the same years of experience the same salary regardless of efficiency or merit. Probably some very worthy persons who are at best only fair teachers may not reach the highest salary unit, nevertheless such a result is alike just to these as well as to those who have great power and efficiency as teachers. In any event if all teachers having similar experience receive the same salary the maximum will be less than it would be if only the efficient receive it. If efficient teachers are to receive a salary even approaching their real worth then the inefficient must not receive the same pay. The promotion of teachers on a basis of merit is just and wise.

Teachers' Pension Fund Established

In May 1906, the trustees selected to take charge of the School Teachers' Pension Fund held their first meeting and organized by electing Mr. Francis H. Haserot president and Mr. J. B. Smiley secretary. This action marked the official inauguration of the pension plan and constitutes a distinct epoch in the history of teaching in the Cleveland schools. At the present time about eight hundred teachers contribute to the fund and twenty-one are beneficiaries thereof. It is apparent that a large fund will be created under the operation of this law and it is believed the amount paid to beneficiaries might safely be increased at least to $400.

The tendency of the times is clearly toward the establishment of service pensions. Many states have enacted similar laws under which pensions are being provided for teachers. The Carnegie Foundation is a notable example of this tendency.

The aim of the Pension Fund is to enable teachers to withdraw from active service at such time as is clearly in their own interest and for the good of the service. It is pathetic for a teacher of waning strength to be compelled to continue teaching for pecuniary reasons. Teaching is exacting work and the constant tension is destructive of nervous energy. There is implanted in everyone the impulse to work; the joy of work is to the aged one of life's greatest joys. In consequence the teacher of advanced years is not always a safe judge in matters affecting his own relation to the service. The pension is essentially philanthropic in its appeal but it is something more than that; it is protective in its nature and has an eye clearly on the good of the service and in the interest of the children. It is justified primarily on this basis. It affords a means for improving the service and for making the schools worth more to the children without rendering great hardships to any teacher. As a philanthropy teachers may hardly be justified in accepting it; as a mode of making possible better schools it is worthy of fullest recognition.

Increased Effectiveness of the Teachers' Institute

In order to increase the effectiveness of the institute as a means of growth to teachers, a change was made in the time and manner of holding it. Instead of the three-day continuous institute held the week preceding the opening of schools in September, it was arranged to conduct institutes during the school year by grades or subjects as may seem best, for a total period not exceeding four days as provided by law, not necessarily on consecutive days. The change is in the nature of an experiment with a view to ascertain the best plan for making the institute of greatest possible service to teachers and to the schools. The new plan offers many advantages and promises satisfactory results. There is no more important function of school administration than that of providing effective agencies for the improvement of teachers already in the service. Such provision makes for growth and progress, unifies instruction throughout, and gives inspiration and guidance to all. Good schools are guided by certain ideals and are dominated by certain beliefs—these constitute the educational creed; toward the realization of these ideals the practice of the schools is directed. In the establishment of these ideals and practices as policies of instruction and administration, the teachers' institute is of commanding importance.

Experience Requirement in High Schools

The demand for high school positions is very great. This is due largely to the favorable conditions as to salary and hours under which teachers in these schools work. Especially large is the number of women who apply. In consequence there is no reason for accepting teachers with limited experience. On the contrary the element of risk would be greatly reduced or entirely eliminated if only those are employed who have demonstrated superior teaching ability and distinguished themselves for exceptional skill and efficiency. Only teachers who can offer successful experience of a high order covering several years of work should be regarded as eligible to appointment. There is no good reason for paying big salaries to learners. The salary schedule contemplates assured teachers.

Normal School Prepares Students to Teach German

Further efforts to strengthen the work in German were made by the appointment of two training teachers under whose direction student-teachers receive actual practice in the teaching of the German language. This accords with the practice in other studies and ensures better trained teachers of German. The quality of the work in German at the Normal School merits commendation.

Professional Growth of Teachers

A wholesome spirit of progress characterized the work of the year. In every department the efforts of teachers to find simpler and better ways of adapting the school to the needs of the children were in evidence. In many schools voluntary classes of teachers were formed for purposes of reading and study. In an organized way this spirit of progress differentiated itself into various activities that make for personal and professional growth, promment among which are the following: The Principals' Club, Grade Teachers' Club, Manual Training Club, Domestic Science Teachers' Club, School Masters' Club, Principals' Round-Table, Supervisors' Conference, Board of High School Principals; also the various departmental clubs of high school teachers—English Club, German Club, Mathematics Club, Science Club, Historical Club, etc. These organizations meet regularly for professional study and for exchange of experiences and ideas. They are distinct factors in professional growth. Through the influence of these forces there are steady gains in outlook and ideals and a better understanding of the scope and efficiency of instruction. There is a growing respect for the individuality of children and a corresponding decline in the perfunctory treat-all-alike practice so common in mass teaching. There is increasing recognition of the fact that children learn by what they do rather than by what they are told—i. e., that all education rests upon experience; that greater patience and larger sympathy are the result of increasing insight and faith in children; that relations of mutual confidence and good-will between teachers and pupils must be established; that the spirit of the school is of prime concern; that encouragement is more helpful than repression or compulsion; that all better knowing should register itself in better doing either in conduct or work; and that the child is the center of interest rather than the text-book. Growth in these more genuine and fundamental modes of treatment leads to more just estimates of success in teaching and to a corresponding decline in artificial and make-believe practices. "Show work," "prepared lessons" and the more polite form of "review work" to be sprung on visitors at a moment's warning—these and other equally doubtful and unworthy practices gradually disapppear; in consequence the moral tone of the school improves, its atmosphere becomes less feverish and more of the calm yet vigorous and healthy effort appears. The attitude toward professional progress is most encouraging and gratifying.

The Decline of " Pull "

Corresponding to the gains in genuineness and naturalness noted in the preceding paragraph, there is a distinct tendency on the part of teachers to estimate their success more justly and to rest their claims to advancement on efficiency in work rather than on their activity in seeking preferment. Appreciation of the distinction of being advanced on merit is very great and most teachers are unwilling to vitiate the result by activity in the interests of self-promotion. It is significant and encouraging that so few teachers are willing to rob the compliment of its meaning by forcing upon themselves and others the suspicion that "pull" rather than merit may have led to the preferment. A disinterested policy of promoting solely on the basis of merit offers equal opportunities to all and gives worthy teachers who decline to enter contests for preferment an assurance that their interests are given consideration—a confidence that creates contentment and fosters a professional spirit.

Inspiration of Educational Conventions

Among the helpful influences that have given inspiration and guidance in the work of the year are the educational meetings that have been held in the city. Of unusual value and interest was the great meeting of art and manual training teachers east and west, which was held here in May. Not only did this meeting bring the leading workers in these lines to our midst but the exhibits of work were full of suggestion and inspiration. This meeting was distinctly helpful to our schools. The Northeastern Ohio Teachers' Association met here in February and brought together almost three thousand teachers. The program was of high order and the meeting highly representative. The National Education Association will meet in Cleveland June 29 to July 3, 1908. This promises to be a record-breaking meeting and will give an uplift that will be felt for some time to come. Altogether we are exceedingly fortunate in having these great educational conventions held in Cleveland.

III. Extending Industrial Education

The demand that the school shall support the industrial as well as the professional and literary activities of the community, reconstructing its curriculum to meet the requirements of industrial efficiency, finds ready response in

Cleveland. During the year notable progress was made in intensifying and extending the training of the hand and the eye and in giving substantial recognition to vocational training by inaugurating specialized schools for industrial education. A new era is begun in which vocational studies are dominant and form the center around which vitally related cultural subjects are grouped in a way to make their bearing direct and effective.

The Technical High School

Foremost among the efforts to extend industrial training is the building of the Technical High School whose doors will open September, 1908. This marks the beginning of specialization in Cleveland through separate schools devoted to special purposes although a separation of business courses into a High School of Commerce is expected to follow soon. Two schools will be organized within this building — a boys' school of six hundred fifty students and a girls' school of three hundred fifty. The courses offered will include the mechanical arts for boys and for girls the domestic and applied arts; around these are grouped academic studies that bear a direct relation to the problems and interests of these arts. The usual college-preparatory courses will not be offered. The school is intended primarily to be a finishing school—to fit for industrial pursuits and for home-making. Cleveland is a manufacturing center and more than 90% of its high school students who do not go to college make industrial occupations their life work. The wisdom of a training that bears with particular force and directness upon the needs of pupils when they leave school is no longer questioned. The unwisdom of a training for girls that is exclusively literary, devoid of household interests and of everything that makes for intelligence and skill in things domestic, is astounding. If the American-ideal home is to continue other than as a memory it must be exalted and ennobled by a training for girls which shall fit them to be home-makers.

The Technical High School will be utilized to the fullest extent; to this end evening trade instruction for men and women already employed in industrial work during the day will be offered. This will enable them to extend their training and become more efficient workers and thereby to better their condition. The aim will be to make them better men as well as better workmen. In establishing the Technical High School Cleveland takes an advance step in adjusting instruction to the needs of the community. A supplementary report gives further particulars concerning the plans for this school.

Evening Trade School

In response to a demand for industrial instruction arrangements have been made to open an evening trade school for machinists to men already employed during the day in this occupation. This initial school of trades will open at the Central Manual Training School at the beginning of the winter term. There is a growing demand on the part of those employed in the various trades for an opportunity to .supplement and enlarge their training in specific lines. The evening school furnishes this opportunity and aims to help those who are already at work, to provide for development along broader lines and to make them not only more efficient industrially but also better citizens.

Revision and Extension of Elementary Manual Training Work

During the year the manual training work of the grammar grades was revised and extended. In the fifth and sixth grades fully three times as many pupils now receive instruction in this work as in previous years. The dominating aim in the revision throughout was to enlarge the experience which the child receives from the training. In wood-work the purpose was to select projects of a more useful kind, those more directly related to the interests of boys, and to give wider opportunity for individual initiative, for originality and for the exercise of judgment in propor-

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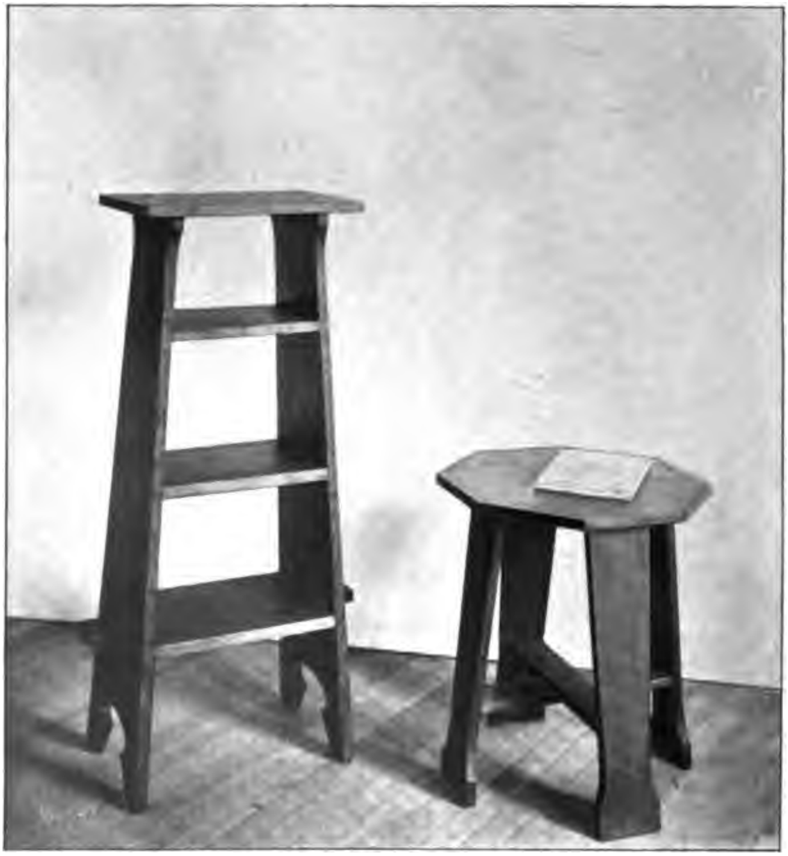


Shop Work—Eighth Grade

tion and design. Exclusive hand-training through the use of the traditional blue print gives place to head-and-hand training in which pupils register their individual tastes in designs of their own creation. In sewing the sampler exercises give way to the making of useful articles and simple garments. In consequence girls pursue their work with increased interest. No amount of sampler exercise could produce the pride of achievement that beamed from the faces of 133 sixth grade girls each wearing a dress she had made during the summer vacation, in a recent meeting called by the supervisor. In cooking, individual work in which each girl cooks every article under treatment has been substituted for demonstration work in which one pupil did the cooking and the remainder of the class observed and took notes.

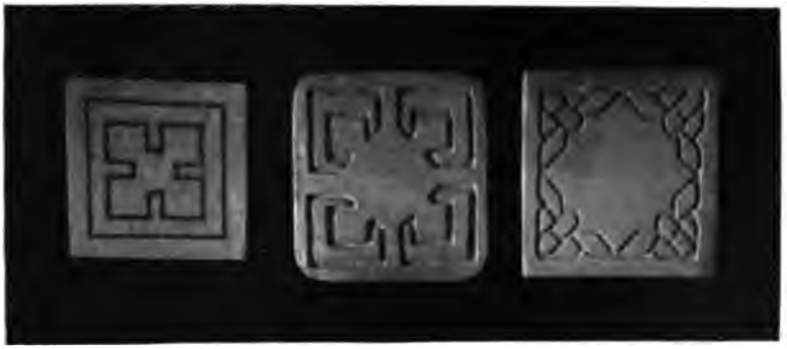
These forms of manual work are of great value to pupils especially to those who must leave early to become wage-earners. When we consider that more than half the pupils leave school before the seventh grade the importance of some training that develops skill in work with the hands becomes apparent. Of those who complete the course in the elementary school the great majority will enter industrial pursuits. The manual training work appeals to the dominant interest in pupils and looks toward skill in work at the end of their school course. There is a growing belief that the school should serve more fully the needs of those who must prepare for early entrance into some life-pursuit.

Credit Course in Applied Arts Established

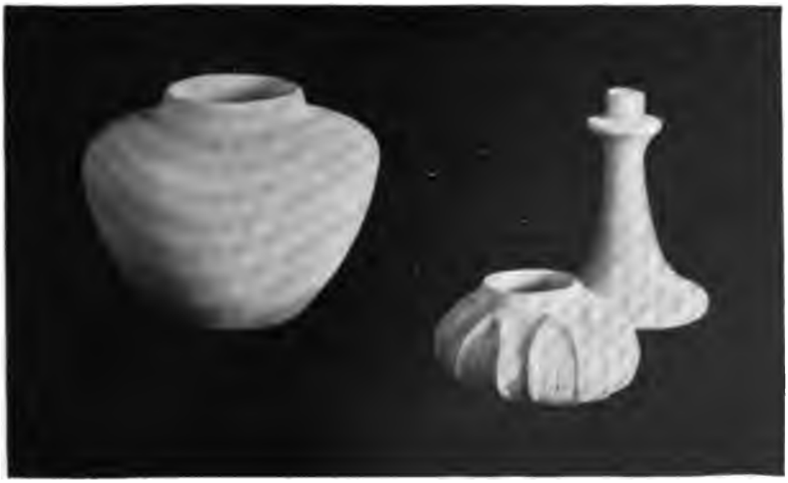
The inadequacy of the high school work in drawing made it necessary to reorganize the department, to formulate a course of study and to place the instruction in accord with the best modern practice—in short to give value and effectiveness to the work. In doing so the department was placed upon a substantial basis similar to that of manual training, offering five double periods a week and allowing credit equivalent to one academic study. This arrangement places instruction in drawing coordinate with that of manual training both of which are elective and offers girls equal opportunities to boys for the training of the hand and the eye in creative and productive work. This marks the beginning of opportunity for girls to secure as a part of their regular high school course a training in any of the arts that look toward home-making or art-industry activities. An appreciation of harmony, simplicity and beauty in the things of the home is vital. In any adequate survey of educational values the arts that relate to home-making take high rank in the training of girls both from the view-point of what is of most worth and of what most interests them. The new work is making satisfactory progress.

High School Manual Training Course Revised

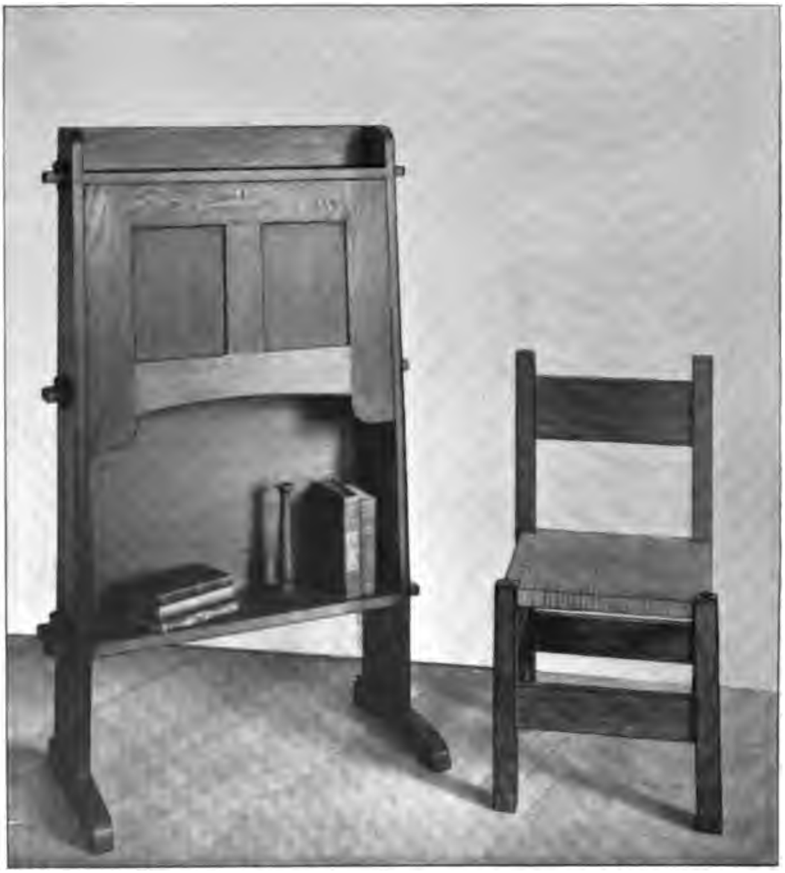
In the high school the abandonment of the technical aspect of manual training has marked out the direction of revision. The small practice-pieces have been replaced by large projects and a distinctly utilitarian end has been given to the work. Boys of high school age are entitled to more than the technical skill to be obtained from the making of small exercises or miniature useful articles. The undertaking of larger finished pieces by the boys becomes increasingly desirable when the training received in the seventh and eighth grade shops is taken into consideration. These plans have not been entirely worked out in practice. In a measure this has been due to the congestion such a course would bring about in certain departments which the Technical High School when completed will relieve; also to the fact that the aim of much of the work will hereafter be different. In the specialized work of the pattern making, forge and machine shops now offered to all high school manual training students a more or less technical aim has been sought. From now on, however, this direction of the work will receive less attention in the high school manual training department. The purely cultural side of industrial work is best exemplified in joinery, turning and cabinet making, and



Hand Built Tiles—High School



Pottery—High School



Shop Work—High School

hereafter this, together with the mechanical drawing closely allied, will be all that is offered in the manual training departments of the high school. This means a revision of the entire course of study. Since it is necessary that pupils of the various high schools transfer from one school to another the work of the manual training department and that of the Technical High School will be more or less identified with each other. As only about half the time can be given to industrial work in manual training departments that is devoted to this branch at the Technical High, it will require two years at the other high schools to cover the same work in mechanical drawing and woodwork that is covered in the first year at the Technical High School. Since turning has not so great an educational value as that of other kinds of woodwork, the time devoted to turning will be materially reduced. Pattern making is very largely technical in its aims and therefore is to be entirely eliminated. A greater amount of time can by this means be devoted to cabinet making. In addition to the pattern making all third and fourth year manual training and mechanical drawing are to be omitted from the high school course in manual training.

In order to unify the courses in woodwork and mechanical drawing, this latter subject is identified very largely with shop activities. Designs for use in the shops form a fundamental part of the work of the students. The technical side of mechanical drawing has no great cultural educational value to offer and unless some specific use is to be made of it the instruction obtained can well be omitted from the course. Familiarity with working drawings and the ability to read them together with sufficient skill in preparation of simple shop drawings is all that this department will hereafter attempt leaving the more technical side of mechanical drawing for the school especially set aside for this work.

IV. Work of Continuation Schools Extended

The continuation schools have prospered during the year and the work has been extended. The free lectures and social center development, the evening schools and the summer vacation schools have all met with a degree of success that is most encouraging. It is a wise policy to secure to the community the largest possible return on the investment in school buildings which usually are occupied but a small portion of each day. All movements intended to make the school a center for neighborhood advancement are worthy of encouragement. In the evening school there is increasing demand for vocational training accompanied with instruction in other studies which bear a direct and vital relation to these industrial subjects.

Free Lectures and Social Center Development

Since the organization of this work in January, 1906, it has been found so helpful that the Board of Education recognized its importance by appointing a regular committee to have charge of its details. The forty-four school auditoriums have been utilized by residents of the districts, under the guidance of this committee, by giving entertainments, lectures, concerts, etc., that have been successful, pleasing, and instructive. The cooperative spirit is growing in the community. Leaders in the districts are zealous in organizing the meetings, principals and teachers are alert with assistance and suggestions, and the best musical, literary and entertaining people of the city are generous in their contributions to the movement. The courses offered are varied and extensive, appealing both to the instruction and the entertainment of the people.

The building of auditoriums as a feature of school equipment seems reasonably well appreciated by school patrons. They afford a common place of meeting with small expense for all of the people, where there are no bickerings political or sectarian. The home life and the school life are brought together in harmonious unity, and much perma-

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nent good should result. The possibilities of this movement are beginning to be realized more generally, and it is reasonable to expect a more rapid development of the work in the near future.

Evening Schools

Reports show these schools to be more successful in every respect than in any previous year. In the elementary schools 4407 were enrolled, an increase of 1000 over the previous year. In the high schools the enrollment was 896, a gain of 355 over the previous year.

These schools are managed economically, the average cost per capita in the elementary schools being $2.83 last year, as against $8.34 ten years ago.

Thirty-three nationalities are represented in these schools, the eight leading ones being the Hungarian with 925, Russian 805, Bohemian 752, American 579, Polish 342, German 328, Austrian 240, and Italian 213.

In the high schools 753 are American born and 143 are foreign born; of the latter 52 have been in this country more than ten years and but six have been here less than a year. Eighteen nationalities are found among the foreign born students as follows: Austria 15, Canada 18, England 24, Germany 31, Russia 22, Holland 3, Hungary 11, Italy 2, Ireland 9, Nova Scotia 1, Norway 1, Sardinia 2, Scotland 1, Wales 1, Switzerland 1, West Indies 1, Denmark 1. In the elementary department the students are predominantly foreign born, in the high school, predominantly American.

Summer Vacation Schools

Regular provision is made for these schools by the Board of Education, extending the work in 1907 to ambitious and worthy pupils of the fifth and sixth grades who had work to make up. The sixty-five instructors were organized under one supervisor and assistant. The work was systematized and unified and splendid results must be noted.

The summer schools and playgrounds opened July 1st and were in session from 8:30 to 11:30 (high schools 8:00 to 12:30) five days a week for eight weeks, with an average daily attendance of 2,430. The high schools registered 303; grammar schools 856; primary schools 588; Boys' school 168; Kindergartens 437; manual training schools 200; playgrounds 1090; Total 3142. 171 high school students and 453 grammar school pupils passed all of their examinations at the close of the term, and many others made up a part of their work.

The legal basis for the summer school is questioned but the economy of the practice cannot be doubted. The enabling of 700 children to catch up with their grade is not only a gain of a year's time for these pupils but a saving to the taxpayers of the difference between the cost of a year's schooling and the cost of a two months' summer school.

The course in the primary schools is attractive and with improved organization in playgrounds the development of this work is assured.

Experience has so eminently justified the summer vacation schools, both from an economic and philanthropic point of view, it would seem not to be difficult to have them properly legalized by law. In general school patrons are asking why should not public school buildings be utilized wisely to their fullest extent.

V. Forming Special Classes

The segregation of pupils according to various criteria is most beneficent. It makes possible individual attention and the adaptation of instruction suited to the capacities and needs of the group. During the year special classes have been increased and some new groups established.

Ungraded Schools for Backward Pupils

Special classes for backward pupils were formed during the year. The assignment is limited to twenty-five pupils and includes those who for any reason have fallen seriously behind their grade, those who learn from books slowly and with difficulty and excessively nervous children or those nervously affected by class requirements. These children need encouragement and inspiration, individual help and sympathy; they need the invigorating touch of a strong personality in the teacher whose clear head and large heart betoken mastership and breed confidence and courage in children. The highest skill is demanded of the teacher of backward children. It is not the place for the novice nor for only moderate power of personality.

Increasing Defective Schools

During the year some additional schools for defectives were opened, one of which was for epileptics. The separation of these unfortunates and the attempt to fit instruction to their needs is most beneficent. Further effort was made to classify on a basis of age and development. With many of these children the chief avenue of approach to mental development is through the hand, hence suitable forms of hand-work are important. In the case of older pupils this industrial work should point toward a life-pursuit and toward enabling the individual to become self-supporting.

The Oral School for the Deaf

This school enrolls 65 pupils and has eight teachers. In speech development progress is most rapid in the younger pupils but all show perceptible gains.. Here again is the need for a kind of work that gives skill of hand and which points to a life-pursuit. Generally speaking schools for all classes of defectives are too exclusively academic and literary. They should have in them much that makes for skill in work with the hands. They should point with much directness toward self-support and independence in work.

VI. Paying More Attention to the Health of Children

Of the movements for the promotion of the public welfare none is of deeper significance or pregnant of greater possibilities than that for the conservation of the health of children. Throughout the history of education there have been those who have insisted that the health of the child is paramount. Today public opinion is rising rapidly to a tardy recognition of the fact that the fundamental basis of the efficiency of the individual is a sound body and that an educational effort that takes no cognizance of this fact or does so only inadequately is largely wasted. The evidence of this awakening is seen in the greatly increased attention now being given to the health of school children. This attention has crystallized in four general measures:

1. Medical inspection for prevention of communicable diseases.
2. Discovery, treatment and care of abnormal and subnormal children.
3. Provision of a sanitary environment.
4. Constructive measures of physical training and athletics.

The schools of Cleveland exemplify each of these measures in a manner worthy of their best traditions and in some respects are serving as models to other school systems.

Medical Inspection

The Board of Health employs twenty-six district physicians who also act as school inspectors. Each is assigned to a group of public and parochial schools which he is required to visit or communicate with every other day. He sees only such children as the teachers or principal may bring to his attention. This service is probably as efficient as is possible under the conditions. At least the schools have not been centers for the spread of communicable diseases during the three years this service has been in operation.

Abnormal and Subnormal Children

Recent educational and medical literature contains many reports of the physical defects of school children, discovering a close correlation between such conditions and the retardation of pupils in their progress through the grades and revealing some of the causes of children's leaving school in such numbers at the fifth, sixth and seventh grades.

During the year the Department of Physical Training conducted an examination of 30,000 children in grades III to VII with respect to the condition of eyes, ears, nose and teeth. The following table gives the results in a school in the "congested" district contrasted with one in the "East End:"

	East End.	Congested Dist.
No. examined	668	616
Wearing glasses	6.4%	1.8%
Defective vision	32.4%	71.1%
Other symptoms of eye trouble	27.8%	35.2%
Defective hearing	5.2%	1.8%
Diseased ears	8.9%	12.8%
Obstructed Nasal Breathing	45.1%	57.1%
Habitual Mouth Breathers	12.1%	14.7%
Teeth very defective	1.8%	15.7%
Teeth very dirty	27.8%	46.4%

These data approximate very closely reports from other cities in this and other countries and reveal the fact that 50% or more of all school children are suffering from physical defects that interfere with their progress in school or that will do so if not corrected. It is not to be concluded from this exhibit that we have here a mass of physical degenerates, for less than 20% of these children have defects that are necessarily serious. The significant thing is that these defects can be discovered at a time when they readily yield to simple and inexpensive treatment and the child can be saved from permanent disastrous results.

The relation of these conditions to scholarship is shown in the following table compiled from the returns of another school:

Total number children, 203.

Scholarship—	Very good,	42.	Physically defective, 66. %
"	Good,	72.	Physically defective, 73.1%
"	Fair,	59.	Physically defective, 71.1%
"	Poor,	30.	Physically defective, 86.6%

Ten boys and eight girls left seven West Side schools between March 1st and June 1st, 1907, to go to work. One was from the third grade, the rest were from the fifth, sixth and seventh grades, the majority in the sixth, and most of them were fifteen years of age—four years behind grade. Seventeen are unable, with either one or both eyes, to see at twenty feet type that should be visible at fifty feet. One is defective in hearing. Scholarship: Fair, 4, poor, 14. Reports from other cities show that of children four years behind their grade 80% have defects interfering with their educational progress and of truants over 95%.

By the cooperation of principals, teachers, hospitals, dispensaries, physicians and parents, correction of defects was secured in some 3,300 cases, distributed as follows:

	No.	%
Glasses secured by	990	29.2
Other eye treatment	1016	30.
Ear treatment	228	6.7
Nasal treatment	379	11.1
Dental treatment	664	19.6
Unclassified	111	3.4
	3388	100.

It is impossible to estimate the real good accomplished for these 3,000 children, not to mention the moral and economic gain to the school and the state. The details of one case, illustrated by the accompanying photographs, are significant of the great possibilities of this kind of service.

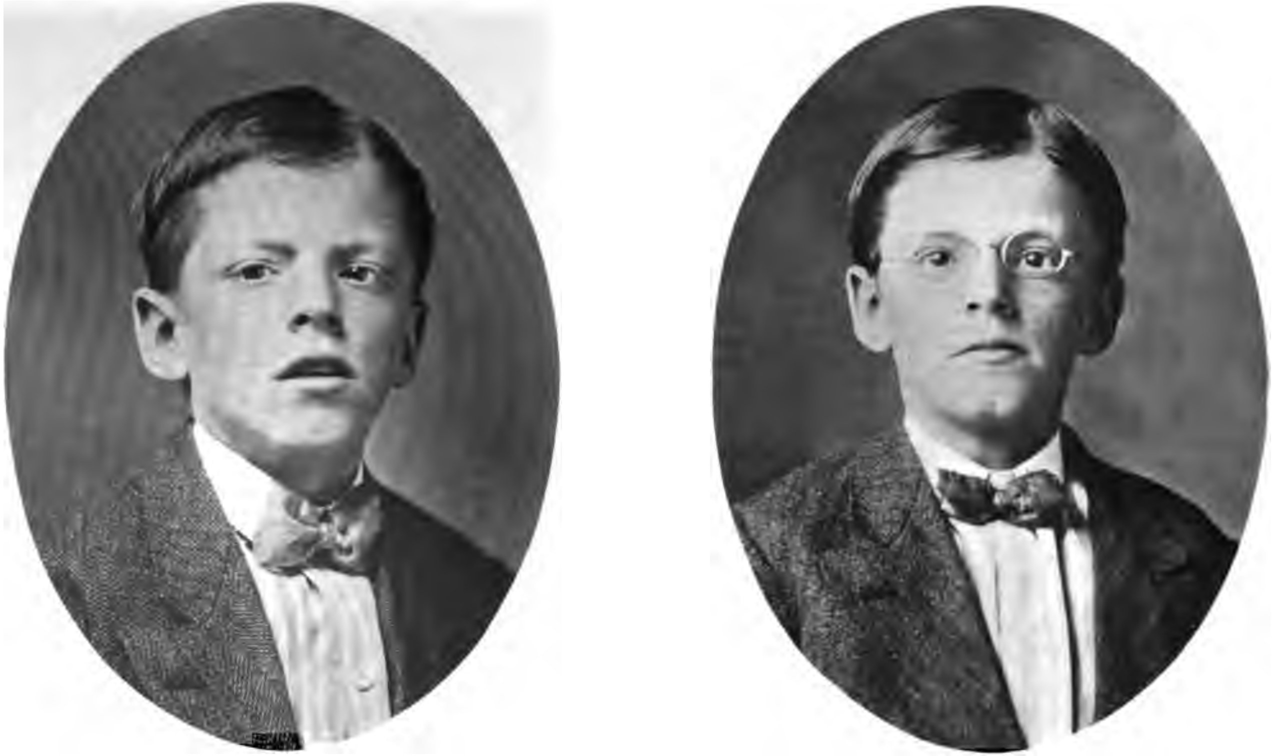
Boy F. H.—Age 12 years. Had been assigned to a school for Mentally Defective Children. [See accompanying illustration.]

May 1, 1907—Hearing very defective—heard watch at six inches. Slept badly, snored, appetite poor, frequent colds, chest development poor, restless, inattentive, apathetic, stupid, frequent headaches. Eyesight defective, cross eyed. Adenoids, anemic.

May 3, 1907.—Adenoids removed.

May 17, 1907.—Fitted with glasses.

June 10, 1907.—Hears watch at four feet, breathes freely through either nostril, sleeps soundly, never snores, ap-



Before Operation.

Two Months Later.

Result of Adenoid Operation.

THE NEW YORK
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ASTOR LENOX AND
TILDEN FOUNDATIONS.

petite good, marked increase in weight, no headaches, anemia has disappeared. Has become a calm, calculating, bright, attentive and well behaved pupil.

This is one of many cases treated by Dr. L. W. Childs who for several months has given one hour daily of his own time to the children of Murray Hill school. With the assistance of a nurse he has made careful physical examinations of several hundred children and given several thousand treatments for various major and minor defects and diseases. For this purpose he has been supplied by the Director, on the recommendation of this department, with an outfit of diagnostic instruments and remedial supplies. Significant of the belief in the importance of this service is the provision in the new Murray Hill building of a School Dispensary, equipped with every facility for the proper examination and treatment of afflicted children. It would be a wise policy, in view of the desirable extension of this service throughout the school system, to incorporate a similar room in the plans of all new buildings and to arrange for such in all old ones as rapidly as possible.

That the schools are suffering a great economic and moral waste because of the existence of the conditions here indicated and that a great proportion of such waste is avoidable, seems to admit of little argument.

8,595 children, 13.3% of last year's enrollment, were three or more years behind their grade. At the estimated tuition cost of $26 per enrolled pupil per year, this number represents a dead loss per annum of $223,470. It is estimated that less than one-tenth of this sum will provide an adequate system of medical supervision. If such a system resulted in the saving of only one grade to not more than one in ten of these backward children each year, it would prevent a greater waste than it would cost. Here is to be found in part a solution of the problem "How to Keep Children Throughout the Eight Grades."

The whole matter of "Medical Inspection" and of "Medical Supervision" is now under investigation by the

Chamber of Commerce and representatives of the schools and of the Board of Health. Definite recommendations will be submitted for your consideration at an early date. While it has been suggested that the kind of service here treated should be performed by the Board of Health, it is the belief that "Medical Supervision" is peculiarly a function of the Department of Physical Training and School Hygiene and that the Board of Health's relation to the schools should relate to the matter of communicable diseases.

Sanitary Environment

The aggregation of large numbers of children for a given length of time within a building for school purposes makes imperative the provision of thorough ventilation, equable temperature, comfortable hygienic furniture, sanitary toilet facilities, and ample light properly distributed. The buildings erected during recent years in Cleveland leave little to be desired in this regard. Ventilation is by the plenum fan system, supplying over 2,000 cubic feet per child per hour, with temperature automatically regulated and not permitted to rise above 70 degrees. Desks and seats are of an improved type designed by the department of Physical Training and have proven eminently satisfactory, having seats and backs which are automatically correct and with a range of adjustment adapted from the measurements of several thousand Cleveland pupils. The adjustment of seats and desks to pupils is determined by measurements taken by the Special Teachers of Physical Training.

Drinking fountains have a constant flow and do away with the use of cups. Toilet rooms are thoroughly and independently ventilated by the exhaust system through the fixtures which are automatically flushed. The newest type of latrine, modified in accordance with the suggestions of this department, represents the highest standard of excellence and efficiency. Only unilateral lighting is now employed, with a minimum window surface equivalent to 20%

of the floor space, rising in most cases to 25%. The use of adjustable shades solves most of the problems caused by windows exposed to the sun.

The character of school activities tends naturally to an untoward restriction of the motor functions and to overwork of the nervous system. Provisions to maintain an equilibrium in respect to these are found in the arrangement of daily programs whereby the subjects that are most expensive of nervous energy are taken early in the morning period and those that are predominantly motor alternate with the more exclusively mental subjects,—in the limitation of study and recitation periods to a maximum of thirty minutes, the restriction of home work to the seventh and eighth grades and there strictly limited,—the use of three or more times a day of the "two minute drill," consisting of deep breathing and stretching and bending the body to stimulate respiration and circulation and to relieve congestion,—requiring all children to leave the building during recess except in stormy weather,—prohibiting the shortening of the recess to less than ten minutes and the keeping of pupils in during recess for punishment,—requiring physical training to be done outside the school room whenever possible and outside the building in fair weather and discouraging the use of pens and pencils of undesirable sizes and materials.

Constructive Measures of Physical Training and Athletics

Any comprehensive view of the child having for its purpose the determination of the best methods of developing and training him for efficient citizenship must consider the fundamental fact that he is a physical organism, the forms and functions of whose tissues were evolved under quite different conditions from those that now obtain. No longer does the securing of daily food or the defense of life against wild animals or wilder men require the ability to run fast and far, to strike quickly or to throw accurately, and it has been less than a century since the life of the farm and the universality of hand power gave to most children daily tasks of muscular activity that served to exercise every function of muscle and nerve and developed strength and skill and vitality. Today, the day of the city and of the machine and the school, every influence of the environment is directly antagonistic to muscular activity and increasingly so each day. Yet, today as ever, power to will and to do depends upon clear brain and strong nerves, and these upon clean, rich blood, and this upon strong, smoothly working heart and lungs, and digestive and excretory organs, and their stimulus to normal action depends absolutely and alone on the activity of the muscles. We are under the necessity, therefore, of adopting special constructive measures to supply the deficiency caused by the conditions of present day life. This we seek to do by the various methods of manual and physical training.

The fundamental aim of physical training is the development of organic vigor. Under the rigid limitation of classroom conditions, gymnastics afford the most convenient medium for the exercise of the groups of larger muscles essential to the development of organic vigor and are the only practical means for the correction of improper postural results due to sitting in school-desk seats. The exercises used in the daily fifteen minute period form a progressive series extending over the entire eight grades. They require a minimum of voluntary attention. The emphasis is upon action. To this end is being effected a gradual reduction of rythmic exercises of an organic nature involving a maximum of muscular action associated with fundamental racial and national feelings and instincts. Definite gains in bearing and condition are observed as a result of this practice.

However, the proportion of muscular activity secured in this manner in school hours cannot begin to supply the demands of the child's nature, either in kind or quantity. A physical training that is predominantly gymnastic leaves the individual restricted and cramped, both in mind and body; nor do gymnastics furnish that antidote to the deterioration of physical and mental tone that is found in the practice of games and sports. The difference is primarily one of the state of mind. Under the inner stimulus of intense interest in a popular game, attention is an involuntary matter and therefore highly favorable to recovery from the effects of mental fatigue. Moreover, school games offer as does nothing else the means of training the sense perceptions and of developing the power of complex muscular coordinations. These also are the media for the development of the child's social nature and for training in the fundamentals of righteousness through the inculcation of the spirit of "fair play."

During the past year great gains have been made in reviving the spirit of real play and of interest in games as evidenced by the large increase in the numbers of children to be seen at play at recess. The contribution of the Public Schools Athletic League to this movement has been very considerable, as seen in the appearance on all sides of boys practicing athletic events where formerly aimless inactivity was largely the rule.

That this good work may go on and that the children may come again into this heritage of which the city has deprived them, three measures should be instituted:—

1. Equipment of all school yards with play apparatus.
2. Open all yards after school under efficient supervision.
3. Provide in each large district grounds properly equipped and supervised where children can play those greater group games to which all youth naturally tend as they approach adolescence and the absence of opportunity for which is one of the most serious menaces for the moral fibre of the rising generation which the modern city presents. Playgrounds under other jurisdiction than that of the Board of Education cannot supply this need, if we would make the physical training of our children that effective and dignified instrument of social well-being that it is capable of being.

Conclusion

The year's work bore evidences of a spirit of progress and good-will throughout the schools, of well-defined administrative policies on the part of the Board of Education, of earnest purposeful effort on the part of the teaching body, of hearty co-operation on the part of all. These conditions create a situation favorable to progressive school work and in the interests of the children. For the many kindnesses and confidences so freely extended to me I am profoundly grateful.

Respectfully submitted,
WILLIAM H. ELSON,
Superintendent of Schools.

December 30, 1907.

General Statistics

The following schools are included in the Public School System of Cleveland for 1906-07:

One Normal School, including 12 teachers in the Theory Department and 27 in the Practice Department; six high schools, with manual training and applied art departments; eighty elementary schools; seven mannal training school centers for wood work and cooking in elementary schools; forty-two kindergartens; one school for the deaf; four evening high schools and fifty elementary schools.

Normal School

Number teachers employed	10
Average number pupils registered	194

High Schools

Number teachers employed	188
Number teachers employed in Manual Training	18
Average number pupils registered	5,070
Average number pupils belonging	4,542
Average number pupils in daily attendance	4,368

Grammar Schools

Number teachers employed	498
Average number pupils registered	21,930
Average number pupils belonging	18,514
Average number pupils in daily attendance	17,682

Primary Schools

Number teachers employed	821
Average number pupils registered	42,694
Average number pupils belonging	34,711
Average number pupils in daily attendance	32,687

Kindergartens

Number teachers employed	79
Average number pupils registered	2,240
Average number pupils belonging	1,940
Average number pupils in daily attendance	1,779

School for the Deaf

Number teachers employed	8
Average number pupils registered	65
Average number pupils belonging	54
Average number pupils in daily attendance	53

Boys' School

Number teachers employed	6
Average number pupils registered	318
Average number pupils belonging	114
Average number pupils in daily attendance	104

Defective Classes

Number teachers employed	10
Average number pupils registered	150

Evening High Schools

Number teachers employed	57
Average number pupils registered	896
Average number pupils belonging	800
Average number pupils in daily attendance	650

Evening Elementary Schools'

Number teachers employed	51
Average number pupils registered	4,400
Average number pupils belonging	1,598
Average number pupils in daily attendance	1,200

Summary

Number Supervisors employed	23
Number Grammar and Primary School Principals employed	76
Number Primary School Principals employed	3
Number Grammar School Teachers employed	498
Number Primary School Teachers employed	821
Number Special German Teachers employed	76
Number Teachers for Defective Classes employed	10
Number Normal School Teachers employed	10
Number High School Teachers employed	188
Number High School Teachers employed Manual Training	18
Number Teachers in School for Deaf	8
Number Boys' School Teachers employed	6
Number Kindergartners	79
Number Manual Training and Cooking School Teachers (Elementary Schools)	14
Number Evening High School Teachers employed	57
Number Evening Elementary School Teachers employed	51
Total	1,937

The enumeration of children of school age in 1907 gave 62,985 boys and 62,383 girls, making a total school population of 125,368.

During the last five years the school children enumerated as of school age and those registered in the public schools were as follows:

	Enumeration.	Registration.	Per cent. of those enumerated who were registered.
1903	112,785	62,874	55.7
1904	114,522	66,526	58.0
1905	114,398	67,202	58.7
1906	121,868	69,512	57.0
1907	125,368	69,694	55.8

The pupils registered in each of the eight years of the elementary course, and in each of the four years of the high school course, during the last two school years were as follows:

	1905-6	1906-7
Number pupils registered first year	13,889	14,189
Number pupils registered second year	9,725	9,684
Number pupils registered third year	10,236	9,979
Number pupils registered fourth year	8,407	8,842
Number pupils registered fifth year	7,860	7,704
Number pupils registered sixth year	6,362	6,389
Number pupils registered seventh year	4,567	4,592
Number pupils registered eighth year	3,515	3,245
Number pupils registered in high school, first year	2,074	2,056
Number pupils registered in high school, second year	1,277	1,334
Number pupils registered in high school, third year	988	928
Number pupils registered in high school, fourth year	717	752

Of the total number of pupils registered last year in the elementary grades, 33,245 were boys, and 31,379 were girls; in the high schools there were 2,438 boys and 2,636 girls. There were 194 pupils in the Normal Training School. This number in the Normal School includes both the class graduated in June and the opening class of last September.

In the elementary schools 28,590, or 44.2 per cent. of the whole number registered in the elementary schools, belonged the entire year; in the high schools 3,188 or 63.0 per cent. of those registered in the high schools, belonged the entire year.

In the elementary schools 5,338, or 8.3 per cent. of those registered in the elementary schools, were present every day during the entire year; in the high schools 738 pupils, or 14.6 per cent. of those registered in the high schools, were present every day.

The average number of pupils belonging in all the schools was 56,664, or 81.3 per cent. of the enrollment.

The average daily attendance was 54,546, or 96.2 per cent. of the number belonging.

The average number of teachers employed in the Normal, High, Manual Training and Elementary Schools during the year was 1,711. The number of Kindergarten teachers employed was 79.

The average number of pupils per teacher was 42. This is based on total registration.

The following table of comparisons may be of interest:

Per Cent. of Enrollment belonging the Entire Year

1887	29.4	1894	37.5	1901	39.6
1888	28.9	1895	35.2	1902	41.8
1889	34.7	1896	41.1	1903	41.6
1890	36.9	1897	43.8	1904	41.1
1891	36.6	1898	40.0	1905	45.7
1892	33.7	1899	42.4	1906	45.6
1893	36.6	1900	40.6	1907	45.6

Cost of Instruction

The entire cost of instruction—supervisors' and teachers' salaries—not including manual training or kindergartens, was $1,493,678.03. So that the cost per pupil based upon the

	1905-6	1906-7
Census enumeration was	12.06	11.91
Enrollment	21.16	21.43
Average daily belonging	25.75	26.36
Average daily attendance	26.98	27.38

Full statistical information is transmitted in the accompanying tables. See tables following this report (Exhibit A).

Superintendent's Report

Statistical

EXHIBIT A

TABLE I

Showing the Number of Pupils Registered at Respective Ages in the Several Schools

SCHOOLS	BOYS AND GIRLS													
	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Alabama	61	53	76	44	51	42	43	43	23	6	3	1	......	446
Barkwill	124	110	90	92	93	60	59	72	30	7	......	......	......	737
Bolton	155	112	164	132	147	137	147	139	72	26	3	......	......	1234
Brandon	144	53	90	110	99	96	100	84	34	9	1	......	......	820
Broadway	110	111	92	102	86	95	83	79	58	13	......	......	......	829
Brownell	157	137	173	172	172	166	190	159	122	40	9	1	......	1498
Buhrer	95	80	93	85	84	105	77	78	23	5	1	......	......	726
Case	100	118	142	109	130	100	98	106	46	12	1	......	......	962
Case-Woodland	182	156	138	124	119	105	140	104	74	21	4	......	......	1167
Clark	120	95	98	91	93	82	105	80	21	2	......	......	......	787
Dawning	68	53	56	46	58	44	41	47	18	6	1	......	......	438
Denison	160	121	140	120	144	139	145	123	90	21	4	......	......	1207
Detroit	107	88	116	109	75	70	82	63	44	14	2	1	......	771
Dike	108	91	87	91	83	79	81	82	49	18	2	1	......	772
Doan	110	86	71	86	97	87	90	78	50	17	3	......	......	775
Dunham	117	88	105	95	98	109	116	107	49	19	1	......	......	904
Eagle	51	63	70	68	77	56	34	21	10	4	1	2	......	457
East Denison	57	38	21	46	27	10	9	2	......	......	......	......	......	210
East Madison	179	175	170	156	114	152	136	107	47	6	......	......	......	1242
Fairmount	97	79	94	96	94	89	86	66	56	25	13	4	......	799
Fowler	91	64	61	90	78	91	74	85	33	8	1	......	......	676
Fullerton	96	106	104	111	97	85	96	109	34	5	2	......	......	848
Fruitland	25	27	27	15	19	26	34	29	20	6	1	......	......	229
Giddings	98	79	86	78	76	66	93	82	42	20	......	1	......	721
Gilbert	107	79	95	72	95	79	63	62	15	3	......	1	......	671
Gordon	104	71	84	72	79	79	69	68	46	14	......	1	......	687
Halle	89	71	81	53	75	45	58	38	22	12	1	1	......	546
Harmon	105	145	137	118	144	105	111	127	76	26	4	......	1	1099
Harvard	98	54	68	66	47	46	70	95	35	4	5	......	......	588
Hazeldell	48	54	58	59	50	35	26	29	48	17	6	......	......	430
Hicks	121	108	120	122	126	95	122	99	34	7	3	......	......	957
Hodge	111	91	79	91	79	77	69	73	33	7	......	......	......	710
Hough	144	135	126	137	143	118	148	124	68	29	3	1	......	1176
Huck	99	93	71	67	58	58	61	59	15	1	......	......	......	582
Kentucky	99	92	86	67	94	94	106	81	55	16	5	1	1	797
Kinsman	202	161	138	126	132	108	135	97	34	5	2	......	......	1136
Lake	48	43	58	34	19	7	6	......	1	......	......	......	......	216
Landon	82	61	75	65	71	100	90	96	55	22	2	......	......	719
Lawn	91	72	106	64	69	76	84	75	31	8	......	......	......	676
Lincoln	86	98	93	65	62	83	64	85	52	27	6	1	......	722
Marion	150	155	150	143	130	115	113	119	74	28	4	......	......	1181
Mayflower	252	223	190	198	178	167	153	163	110	36	5	2	......	1671

Miles	41	28	27	36	28	36	15	6	6	1	....	....	....	224
Miles Park	67	85	75	61	88	66	86	97	58	21	1	....	....	705
Mill	141	89	59	70	70	57	59	70	40	14	5	1	....	675
Milford	155	147	108	122	107	99	88	87	11	....	....	....	....	924
Mound	144	90	75	68	74	66	64	64	30	4	....	....	....	679
Mt. Pleasant	50	39	32	42	50	34	34	23	12	....	....	....	....	316
North Doan	80	92	95	91	93	77	87	79	42	14	5	2	....	757
Orchard	142	149	131	155	189	124	121	120	38	10	1	....	....	1180
Outhwaite	186	171	175	165	159	154	144	135	55	9	5	....	....	1358
Parkwood	102	58	48	86	72	64	67	58	43	10	3	1	....	612
Pearl	45	54	49	40	35	29	50	36	21	8	....	....	....	367
Quincy	119	87	79	107	77	78	108	99	48	13	2	....	....	817
Rice	59	72	72	58	62	48	57	43	47	4	....	....	....	522
Rockwell	59	56	44	54	62	53	42	31	11	3	....	....	2	417
Rosedale	98	57	102	76	66	71	72	74	43	16	2	....	....	677
Sackett	196	150	133	162	113	105	129	132	72	19	1	....	....	1212
Scranton	98	103	64	99	86	103	89	92	27	6	....	....	....	767
Sibley	101	85	82	112	106	106	103	89	73	28	5	1	1	892
South Case	208	173	167	160	189	153	158	141	39	23	2	....	....	1413
Sowinski	188	129	135	127	128	77	128	120	54	18	4	1	....	1109
Stanard	113	76	113	111	96	92	85	86	46	12	2	....	....	832
Sterling	133	88	114	112	114	104	99	100	57	19	8	1	....	949
St. Clair	137	102	125	127	111	96	98	93	74	26	2	....	....	991
Tod	78	59	72	56	71	61	53	49	20	3	....	....	....	522
Tremont	216	191	209	160	165	163	150	145	38	4	1	....	....	1442
Union	155	97	99	112	132	94	68	88	19	4	....	....	....	868
Wade Park	144	130	126	121	119	96	109	106	71	15	6	....	....	1043
Walton	96	88	103	70	105	77	90	92	31	8	1	....	....	761
Waring	100	105	80	88	97	92	83	68	44	16	....	....	....	773
Warren	210	127	118	128	141	111	132	134	44	4	....	....	....	1149
Warner	52	30	34	24	34	25	12	6	1	....	1	....	....	219
Waverly	110	104	77	87	78	90	81	83	42	9	2	1	....	764
Willard	156	96	107	100	100	87	87	83	35	8	....	....	....	859
Willson	128	108	99	108	96	95	113	99	44	16	....	1	....	907
Woodland	79	120	89	123	97	102	96	110	94	17	3	....	....	930
Woodland Hills	120	93	113	98	70	87	81	74	45	9	1	1	1	793
Wooldridge	147	135	117	124	123	124	106	87	61	26	11	1	....	1062
Boys' School	....	1	7	13	31	34	82	77	68	5	....	....	....	318
School for Deaf	4	6	8	7	9	6	5	3	11	2	....	2	2	65
Total Primary and Grammar	9099	7659	7741	7547	7400	6804	7037	6609	3514	996	178	82	8	64624
Central High	....	....	....	....	....	....	4	58	269	483	347	315	171	1647
East High	....	....	....	....	....	....	....	59	219	262	313	203	177	1233
Glenville High	....	....	....	....	....	....	1	4	67	126	123	69	37	427
Lincoln High	....	....	....	....	....	....	1	13	117	163	148	105	46	593
South High	....	....	....	....	....	....	3	24	110	121	90	54	42	444
West High	....	....	....	....	....	....	....	17	88	198	173	153	97	726
Total High	....	....	....	....	....	....	9	175	870	1353	1194	899	570	5070
Grand Total	9099	7659	7741	7547	7400	6804	7046	6784	4384	2349	1372	981	578	69694

EXHIBIT A—Continued

TABLE II

Showing Time of Pupils' Continuance in School

SCHOOLS	BOYS AND GIRLS The Entire Year	Per Cent of Whole No. Registered	Eight Months and Less than Ten	Per Cent of Whole No. Registered	Six and Less than Eight	Per Cent of Whole No. Registered	Four and Less than Six	Per Cent of Whole No. Registered	Two and Less than Four	Per Cent of Whole No. Registered	Less than Two	Per Cent of Whole No. Registered	Total Number Registered
Alabama	163	36.5	87	19.5	47	10.5	44	9.9	52	11.7	53	11.9	446
Barkwill	446	60.5	141	19.1	49	6.6	26	3.6	51	6.9	24	3.3	737
Bolton	555	45.0	403	32.7	81	6.6	68	5.5	77	6.2	50	4.0	1234
Brandon	397	48.4	239	29.1	56	6.9	53	6.4	57	7.0	18	2.2	820
Broadway	394	47.5	240	28.9	50	6.1	50	6.1	65	7.8	30	3.6	829
Brownell	560	37.4	320	21.4	137	9.1	115	7.6	181	12.1	185	12.4	1498
Buhrer	399	55.0	193	26.5	50	7.0	25	3.4	36	5.0	23	3.1	726
Case	423	44.0	257	26.8	76	7.9	67	6.9	85	8.8	54	5.6	962
Case-Woodland	408	35.0	246	21.0	156	13.4	196	16.8	86	7.4	75	6.4	1167
Clark	412	52.4	210	26.7	68	8.6	24	3.0	44	5.6	29	3.7	787
Dawning	197	45.5	133	30.7	28	6.5	22	5.1	28	6.5	25	5.7	433
Denison	552	45.7	364	30.1	89	7.3	49	4.1	95	8.0	58	4.8	1207
Detroit	329	42.7	193	25.0	60	7.8	59	7.7	65	8.4	65	8.4	771
Dike	269	34.8	222	28.7	53	6.8	90	11.6	73	9.7	65	8.4	772
Doan	394	50.8	178	23.0	62	8.0	36	4.6	54	7.0	51	6.6	775
Dunham	454	50.0	197	22.0	76	8.0	47	5.0	68	8.0	62	7.0	904
Eagle	198	43.1	103	22.6	36	7.9	40	8.8	39	8.6	41	9.0	457
East Denison	67	31.9	88	41.9	14	6.6	8	3.8	10	4.8	23	11.0	210
East Madison	625	50.2	312	25.1	82	6.8	79	6.4	100	8.0	44	3.5	1242
Fairmount	34	4.2	586	73.3	143	17.9	31	4.0	5	.6	......	......	799
Fowler	401	59.3	154	22.8	39	5.6	29	4.3	24	3.6	29	4.3	676
Fullerton	406	48.0	203	24.1	60	7.1	55	6.6	75	9.0	44	5.2	848
Fruitland	109	48.0	51	22.0	23	11.0	12	5.0	20	8.0	14	6.0	229
Giddings	349	48.4	183	25.6	50	6.9	47	6.5	51	7.0	41	5.6	721
Gilbert	369	55.0	148	22.0	35	5.2	39	5.8	41	6.2	39	5.8	671
Gordon	354	51.6	181	26.3	49	7.1	38	5.5	49	7.1	16	2.4	687
Halle	258	47.2	172	31.5	37	6.8	31	5.7	30	5.5	18	3.3	546
Harmon	525	47.8	207	18.8	105	9.6	73	6.6	99	9.0	90	8.2	1099
Harvard	237	40.8	190	32.3	55	9.4	52	8.8	38	6.5	16	2.7	583
Hazeldell	164	38.2	128	29.8	53	12.3	28	6.5	32	7.4	25	5.8	430
Hicks	361	37.7	253	26.4	119	12.4	62	6.4	80	8.3	82	8.5	957
Hodge	389	54.8	147	20.7	54	7.6	44	6.2	44	6.2	32	4.5	710
Hough	487	41.4	401	34.1	94	8.0	64	5.4	72	6.1	58	5.0	1176
Huck	269	46.2	158	27.1	40	7.0	49	8.4	48	8.2	18	3.1	582
Kentucky	378	47.5	142	17.9	72	9.0	58	7.2	75	9.4	72	9.0	797
Kinsman	495	44.0	323	28.0	82	7.0	89	8.0	82	7.0	64	6.0	1136
Lake	86	40.0	61	30.0	16	7.0	22	10.0	17	7.0	14	6.0	216

Landon	325	45.2	172	23.9	66	9.2	48	6.7	58	8.1	50	6.9	719
Lawn	248	36.6	178	25.5	66	9.7	56	8.2	70	10.3	63	9.3	676
Lincoln	384	53.2	175	24.2	50	7.0	32	4.4	59	8.2	22	3.0	722
Marion	513	43.4	256	21.7	98	8.3	112	9.5	100	8.5	102	8.6	1181
Mayflower	733	43.9	333	20.0	130	7.8	137	8.2	205	12.2	132	7.9	1671
Miles	84	37.1	83	37.0	16	7.2	16	7.2	15	7.1	10	4.4	224
Miles Park	315	44.7	226	32.0	40	5.7	32	4.5	48	6.8	44	6.3	705
Mill	331	49.0	152	22.5	48	7.1	52	8.0	60	8.8	32	4.6	675
Milford	446	48.2	243	26.3	77	8.4	61	6.6	53	5.7	44	4.8	924
Mound	334	49.1	164	24.2	52	8.0	35	5.1	50	7.3	44	6.3	679
Mt. Pleasant	134	42.4	85	26.9	15	4.8	13	4.1	57	18.0	12	3.8	316
North Doan	266	35.0	279	36.9	57	7.6	41	5.4	55	7.3	59	7.8	757
Orchard	568	50.2	264	23.4	106	9.3	69	6.1	63	5.6	60	5.4	1130
Outhwaite	487	35.9	290	21.4	130	9.6	108	7.9	235	17.3	108	7.9	1358
Parkwood	267	44.0	175	28.0	43	7.0	43	7.0	61	10.0	23	4.0	612
Pearl	173	47.1	95	25.9	40	10.9	19	5.2	30	8.2	10	2.7	367
Quincy	415	50.8	199	24.4	49	6.0	48	5.9	74	9.0	32	3.9	817
Rice	274	52.4	134	25.6	44	8.4	19	3.6	29	5.5	22	4.5	522
Rockwell	132	31.4	71	17.0	49	12.6	36	8.6	76	18.0	53	12.4	417
Rosedale	274	40.5	195	28.8	43	6.3	50	7.3	58	8.1	57	9.0	677
Sackett	591	48.8	326	26.9	100	8.2	62	5.1	85	7.0	48	4.0	1212
Scranton	344	44.8	222	28.9	55	17.1	35	4.6	48	6.3	63	8.3	767
Sibley	340	38.1	265	29.7	65	7.3	61	6.8	76	8.6	85	9.5	892
South Case	481	34.0	359	25.4	124	8.8	134	9.5	168	11.9	147	10.4	1413
Sowinski	517	46.6	303	27.4	87	7.8	64	5.8	79	7.1	59	5.3	1109
Stanard	326	39.2	173	20.9	90	10.8	82	9.8	83	9.9	78	9.4	832
Sterling	346	36.5	229	24.2	88	9.3	82	8.7	101	10.6	103	10.7	949
St. Clair	311	31.4	244	24.6	124	12.4	84	8.5	111	11.3	117	11.8	991
Tod	247	47.3	118	22.7	34	6.5	35	6.6	41	7.9	47	9.0	522
Tremont	613	42.5	402	28.0	126	8.7	95	6.5	121	8.4	85	5.9	1442
Union	493	57.1	211	24.4	54	6.3	37	4.3	29	8.4	39	4.5	868
Wade Park	478	45.8	265	25.4	86	8.2	63	6.1	80	7.7	71	6.8	1043
Walton	392	51.5	177	23.3	49	6.4	29	3.8	72	9.5	42	5.5	761
Waring	373	48.3	183	23.6	56	7.3	54	6.9	58	7.5	49	6.4	773
Warren	689	60.0	229	12.0	69	7.2	94	9.0	71	6.8	47	5.0	1149
Warner	96	43.9	53	24.2	25	11.5	14	6.3	15	6.8	16	7.3	219
Waverly	383	50.2	195	25.5	46	6.0	47	6.1	52	6.8	41	5.4	764
Willard	402	46.8	242	28.1	68	7.9	40	4.7	73	8.5	34	4.0	859
Willson	367	40.5	277	30.5	91	10.0	50	5.5	67	7.4	55	6.1	907
Woodland	440	47.4	237	25.4	81	8.6	59	6.4	54	5.8	59	6.4	930
Woodland Hills	333	42.0	188	23.7	51	6.4	87	11.0	70	8.8	64	8.1	798
Wooldridge	411	38.7	297	28.0	105	9.9	72	6.8	77	7.2	100	9.4	1062
Boys' School	7	2.0	13	4.0	31	10.0	52	16.0	98	31.0	117	37.0	318
School for Deaf	44	70.0	11	17.5	1	1.0	.....	....	2	2.0	7	12.4	65
Total Primary and Grammar	28590	44.2	16797	25.8	5321	8.2	4380	7.0	5335	8.3	4201	6.5	64624
Central High	1068	64.8	280	17.0	85	5.2	57	3.5	68	4.1	89	5.4	1647
East High	734	59.6	266	21.6	64	5.2	60	4.8	48	3.9	61	4.9	1233
Glenville High	261	61.1	107	25.1	17	4.0	24	5.6	11	2.6	7	1.6	427
Lincoln High	420	71.1	83	14.0	27	4.5	17	2.8	22	3.7	24	3.9	593
South High	233	52.5	143	32.2	22	4.9	20	4.5	10	2.3	16	3.6	444
West High	472	65.0	155	21.3	30	4.1	28	4.0	18	2.4	23	3.2	726
Total High	3188	63.0	1034	20.4	245	4.8	206	4.1	177	3.4	220	4.3	5070
Grand Total	31778	47.1	17831	24.1	5566	8.0	4586	6.5	5512	8.0	4421	6.3	69694

EXHIBIT A—Continued

TABLE III

Showing the Degree of Regularity of Attendance in the Several Schools.

SCHOOLS	Never Absent	Per Cent. of Whole Number Registered	Absent Less than One-half Day per Week	Per Cent. of Whole Number Registered	Absent One-half and Less than One Day per Week	Per Cent. of Whole Number Registered	Absent One and Less than Two Days per Week	Per Cent. of Whole Number Registered	Absent Two and Less than Three Days per Week	Per Cent. of Whole Number Registered	Absent More than Three Days per Week	Per Cent. of Whole Number Registered	Total Number Registered
Alabama	35	7.8	290	65.0	83	18.6	22	5.0	7	1.6	9	2.0	446
Barkwill	106	14.5	584	79.8	34	4.6	10	1.0	....	....	8	.1	737
Bolton	100	8.1	974	78.9	121	9.8	37	3.0	2	.2	....	....	1234
Brandon	23	2.8	590	72.0	172	21.0	30	3.6	5	.6	....	....	820
Broadway	45	5.5	610	73.6	140	16.7	32	4.0	1	....	1	....	829
Brownell	95	6.3	1003	67.0	304	20.3	71	4.8	14	.9	11	.7	1498
Buhrer	58	8.0	591	81.4	63	8.7	12	1.7	2	.2	....	....	726
Case	86	8.9	726	75.5	122	12.7	21	2.2	5	.5	2	.2	962
Case-Woodland	44	3.8	850	72.8	194	16.6	69	5.9	9	.8	1	.1	1167
Clark	101	12.8	630	80.1	51	6.5	3	.4	1	.1	1	.1	787
Dawning	57	13.2	334	77.1	33	7.6	8	1.9	....	....	1	.2	433
Denison	118	9.8	937	77.6	128	10.6	22	1.9	2	.1	....	....	1207
Detroit	51	6.6	567	73.6	101	13.1	45	5.8	5	.7	2	.2	771
Dike	78	10.1	548	71.0	87	11.3	20	2.5	2	.3	37	4.8	772
Doan	92	11.9	582	75.1	74	9.5	16	2.1	6	.8	5	.6	775
Dunham	68	8.0	707	78.0	98	10.0	30	3.4	4	.4	2	.2	904
Eagle	41	9.0	344	76.3	54	10.3	11	3.1	5	.9	2	.4	457
East Denison	21	10.0	151	71.9	26	12.4	8	3.8	3	1.4	1	.5	210
East Madison	128	10.3	1005	81.0	90	7.2	17	1.3	2	.2	....	....	1242
Fairmouut	34	4.2	586	73.3	143	17.9	31	4.0	5	.6	....	....	799
Fowler	46	6.8	554	82.0	59	8.7	14	2.1	3	.4	....	....	676
Fullerton	87	10.3	602	71.4	117	14.0	32	3 8	4	.4	1	.1	843
Fruitland	26	12 0	171	74.0	24	11.0	7	3.0	1	....	....	....	229
Giddings	54	7.5	575	79.8	75	10.5	14	1.9	1	.1	2	.2	721
Gilbert	83	12.4	518	77.2	53	8.0	17	2.4	....	....	....	....	671
Gordon	83	12.1	545	79.4	46	6.7	12	1.7	....	....	1	.1	687
Halle	52	9.5	447	81.9	39	7.1	6	1.1	2	.4	....	....	546
Harmon	26	2.4	770	70.0	224	20.4	70	6.4	9	.8	....	....	1099
Harvard	25	4.2	461	78.4	91	15.5	10	1.7	1	.2	....	....	588
Hazeldell	39	9.0	387	78.4	35	8.2	7	1.6	6	1.4	6	1.4	480
Hicks	95	9.9	663	69.2	159	16.6	38	3.8	1	....	1	....	957
Hodge	88	12.4	570	80.3	43	6.0	9	1.3	....	....	....	....	710
Hough	89	7.6	957	81.4	112	9.5	16	1.3	2	.2	....	....	1176
Huck	44	7.5	452	77.7	65	11.2	18	3.1	1	.2	2	.3	582
Kentncky	93	11.7	530	66.5	106	13.3	42	5.2	10	1.3	16	2.0	797
Kinsman	109	10.0	828	73.0	147	13.0	47	4.0	3	....	2	....	1136
Lake	26	12.0	162	75.0	24	11.2	3	1.4	1	.4	....	....	216
Landon	54	7.5	557	77.5	86	11.9	21	3.0	1	.1	....	....	719
Lawn	47	6.9	456	67.3	111	16.4	55	8.1	3	.4	4	.6	676

Lincoln	83	11.5	577	80.0	58	8.0	3	.4	1	.1	...	...	728
Marion	29	2.5	811	68.7	271	22.9	61	5.2	7	.6	2	.1	1181
Mayflower	38	2.1	1251	75.3	266	15.8	101	6.0	15	.8	...	...	1671
Miles	11	4.5	181	80.8	22	10.8	10	4.4	...	...	...	...	224
Miles Park	55	7.8	545	77.3	82	11.6	18	2.6	4	.6	1	.1	705
Mill	90	13.3	527	78.2	45	6.6	10	1.4	2	.3	1	.2	675
Milford	55	5.9	771	83.5	79	8.6	16	1.7	2	.2	1	.1	924
Mound	55	8.0	521	77.0	90	13.2	12	1.7	1	.1	...	...	679
Mt. Pleasant	15	4.8	235	74.4	41	12.9	24	7.6	...	...	1	.3	316
North Doan	89	11.8	583	77.0	67	8.9	16	2.1	2	.2	...	...	757
Orchard	134	11.9	872	77.2	104	9.2	15	1.3	5	.4	...	...	1130
Outhwaite	48	3.5	1023	75.3	241	17.8	37	2.7	8	.6	1	.1	1358
Parkwood	45	7.0	500	83.0	61	9.0	5	1.0	...	...	1	...	612
Pearl	28	7.6	296	80.6	38	10.4	4	1.1	1	.3	...	...	367
Quincy	67	8.2	621	76.0	98	12.0	25	3.1	5	.6	1	.1	817
Rice	24	4.6	430	82.4	57	10.9	7	1.4	3	.5	1	.2	522
Rockwell	57	11.0	289	70.7	50	12.0	14	4.3	4	1.0	3	1.0	417
Rosedale	59	9.0	530	78.3	76	11.2	12	1.5	...	...	...	...	677
Sackett	102	8.4	996	82.2	94	7.8	16	1.3	3	.2	1	.1	1212
Scranton	85	11.1	572	84.6	85	11.1	23	3.0	2	.2	...	...	767
Sibley	102	11.4	707	79.2	60	6.8	21	2.4	2	.2	...	...	892
South Case	45	3.2	999	70.7	289	20.4	72	5.1	7	5	1	.1	1413
Sowinski	100	9.1	906	81.7	86	7.8	16	1.3	1	.1	...	...	1109
Stanard	76	9.1	617	74.2	100	12.0	32	3 9	7	.8	...	...	832
Sterling	57	6 0	697	74.0	133	14.0	54	5.9	7	.1	1	...	949
St. Clair	51	5.1	670	67.6	200	20.2	58	5.9	11	1.1	1	.1	991
Tod	60	11.5	413	79.1	40	7.7	9	1.7	...	...	...	...	522
Tremont	64	4.4	1065	73.8	243	17.0	60	4.1	7	.5	3	.2	1442
Union	82	9.5	688	79.7	71	8.2	22	2.6	...	...	...	...	863
Wade Park	115	11.1	825	79 1	85	8.1	15	1.4	2	.2	1	.1	1043
Walton	76	9.9	586	77.1	79	10.4	19	2 5	...	...	1	.1	761
Waring	83	10.7	594	76.9	71	9.2	22	2.9	2	.2	1	.1	773
Warren	128	11.2	930	81.1	74	6.3	13	1.1	...	...	4	.3	1149
Warner	24	11.0	139	63.5	45	20.5	8	3.7	...	...	3	1.3	219
Waverly	77	10.1	588	77.0	81	10.6	15	1.9	3	.4	...	...	764
Willard	95	11.1	653	76.0	95	11.1	14	1.6	1	.1	1	.1	859
Willson	68	7.5	730	80.5	92	10.1	15	1.7	1	.1	1	.1	907
Woodland	62	6.7	696	74.8	121	13.1	38	4.1	11	1.1	2	.2	930
Woodland Hills	79	10.0	578	72.9	111	14.0	17	2.1	4	.5	4	.5	793
Wooldridge	95	8.9	796	75.0	137	12.9	31	3.0	...	...	3	.2	1062
Boys' Scoool	75	24.0	118	37.0	80	25.0	32	10.0	11	3.0	2	1.0	318
School for Deaf	8	13.2	41	69.0	12	17.7	2	.2	2	.2	...	...	65
Total Primary and Grammar	5338	8.2	48931	76.0	7959	12.2	1967	3.0	273	.4	28	...	64624
Central High	232	14.1	1181	71.7	156	9.5	75	4.5	3	.2	...	...	1647
East High	163	13.2	850	69.0	147	11.9	66	5.3	2	.2	5	4	1233
Glenville High	54	12.7	308	72.1	52	12.2	13	3.0	...	...	...	...	427
Lincoln High	118	20.0	412	69.5	40	6.7	21	3.6	1	.1	1	.1	593
South High	63	14.2	345	77.7	22	4.5	13	2.9	1	.2	...	...	444
West High	108	14.8	518	70.7	81	11.1	19	2 7	4	.6	1	.1	733
Total High	738	14.5	3609	71.1	498	10.0	207	4.0	11	.2	7	.1	5070
Grand Total	6076	9.0	52540	75.3	8457	12.0	2174	3.1	284	.4	163	.2	69694

EXHIBIT A—Continued

TABLE IV

Showing the number of Pupils in the Several Grades of Primary, Grammar and High Schools

SCHOOLS	PRIMARY										GRAMMAR										Total Registration All Grades	Average Age
	No. Registered 1st Year	Average Age	No. Registered 2d Year	Average Age	No. Registered 3d Year	Average Age	No. Registered 4th Year	Average Age	Total Registration Primary Grades	Average Age.	No Registered 5th Year	Average Age	No. Registered 6th Year	Average Age	No. Registered 7th Year	Average Age	No Registered 8th Year	Average Age	Total Registration Grammar Grades	Average Age		
Alabama	166	7.2	66	9.9	55	9.9	56	11.3	343	8.7	29	11.2	24	11.7	24	13.1	26	13.7	103	12.4	446	9.6
Barkwill	171	6.3	148	7.8	108	9.0	93	10.1	520	8.8	89	11.3	66	12.0	43	12.4	19	13.5	217	12.3	737	9.1
Bolton	179	6.1	169	7.6	175	8.6	142	9.8	665	8.1	172	10.8	147	11.9	140	12.7	110	13.5	569	12.1	1234	9.3
Brandon	277	7.2	112	9.0	137	10.1	103	10.9	629	8.8	80	11.8	78	12.5	18	13.1	15	13.1	191	12.3	820	9.6
Broadway	189	6.6	138	8.0	116	9.5	112	9.8	555	8.4	89	10.7	78	12.1	61	12.8	46	13.6	274	12.3	829	9.5
Brownell	362	7.3	249	8.6	216	10.2	214	11.0	1041	9.0	189	12.2	135	12.4	87	13.7	46	13.9	457	12.7	1498	10.1
Buhrer	123	6.8	95	7.3	112	8.9	112	9.9	442	8.1	101	11.1	84	11.8	64	12.5	35	13.4	284	11.9	726	9.6
Case	235	7.0	135	8.3	150	9.3	140	10.2	660	8.5	121	11.4	87	12.3	52	12.9	42	13.4	302	12.2	962	9.6
Case-Woodland	304	6.6	169	8.1	163	9.2	147	10.3	783	8.2	132	11.8	123	12.1	79	13.2	50	13.4	384	12.4	1167	9.5
Clark	179	6.5	113	8.0	128	9.2	90	10.0	510	8.1	97	11.0	81	12.0	58	12.6	41	12.9	277	11.9	787	9.4
Dawning	95	6.6	53	7.5	80	8.8	68	10.4	296	8.2	56	11.4	43	12.6	22	13.0	16	14.0	137	12.3	433	9.5
Denison	198	6.2	150	7.7	191	8.8	158	10.2	697	8.4	164	11.2	146	12.1	128	13.1	72	12.7	510	12.1	1207	10.2
Detroit	206	6.8	131	8.6	140	9.3	80	10.5	557	8.4	85	11.7	51	12.4	43	12.7	35	14.3	214	12.4	771	9.5
Dike	144	6.4	113	7.7	105	8.9	113	10.1	475	8.2	89	11.1	101	12.1	63	13.4	44	13.5	297	12.3	772	9.7
Doan	131	6.2	93	7.3	108	8.7	102	10.0	434	7.9	94	10.9	98	11.8	80	12.9	69	13.5	341	12.2	775	9.8
Dunham	147	6.4	114	7.6	102	9.0	139	10.0	502	8.0	132	11.3	107	12.2	92	12.6	71	13.4	402	12.2	904	9.9
Eagle	206	7.7	99	10.0	101	10.6	51	11.3	457	9.3	......	....	.....	....	......	....	......	....	......	...	457	9.3
East Denison	73	6.3	41	7.6	52	9.1	44	10.2	210	8.1	......	....	......	....	......	....	......	...	......	....	210	8.1
East Madison	247	6.5	207	7.6	198	8.9	190	10.0	842	8.1	154	11.2	116	12.0	81	12.4	49	13.3	400	12.0	1242	9.3
Fairmount	143	6.6	71	7.5	132	8.8	132	10.3	478	8.4	90	11.0	97	12.1	75	13.2	59	14.2	321	12.4	799	10.0
Fowler	124	6.4	103	7.8	101	9.6	120	10.5	448	8.5	84	12.0	59	12.2	52	12.6	33	13.2	228	12.3	676	9.3
Fullerton	299	7.3	117	9.3	157	10.6	109	11.5	682	9.1	68	11.8	60	12.5	32	13.1	11	13.1	161	12.4	843	9.7
Fruitland	38	6.0	22	7.0	22	8.0	35	10.0	117	8.0	36	12.0	28	12.0	22	13.0	26	14.0	112	12.0	229	10.0
Giddings	130	6.4	94	7.4	102	8.7	94	10.1	420	8.1	87	10.9	82	12.2	79	12.8	53	13.6	301	12.3	721	9.8
Gilbert	154	6.6	121	8.4	105	9.3	94	10.2	474	8.3	77	11.2	63	11.8	33	12.5	24	13.3	197	11.9	671	9.2
Gordon	134	6.3	92	7.7	99	8.8	99	10.3	424	8.1	79	11.2	68	12.0	72	13.0	44	13.8	263	12.3	687	9.7
Halle	117	6.4	74	7.4	99	8.8	72	9.8	362	7.9	60	11.0	57	11.9	38	12.8	29	14.1	184	12.2	546	9.4
Harmon	311	7.5	204	8.5	208	10.6	105	11.3	828	9.0	105	11.6	86	12.7	44	13.9	36	13.6	271	12.6	1099	9.9
Harvard	134	6.0	75	8.0	92	9.3	87	10.8	388	8.0	72	11.0	61	12.0	36	12.8	31	13.7	200	12.0	588	10.0
Hazeldell	98	6.6	46	8.1	70	8.8	69	12.4	283	8.3	46	11.1	37	13.9	33	13.3	31	14.3	147	12.3	430	9.9
Hicks	235	6.8	135	8.6	167	9.7	155	10.4	692	8.6	87	11.4	79	12.2	54	12.7	45	13.3	265	12.2	957	9.6
Hodge	145	6.3	95	7.5	116	8.9	95	10.0	451	8.0	105	11.0	71	11.9	50	12.9	33	13.6	259	12.0	710	10.0
Hough	164	6.1	143	7.2	166	8.5	151	9.6	624	7.9	170	10.7	150	12.0	121	12.8	111	13.6	552	12.0	1176	9.9
Huck	165	6.5	95	8.0	82	9.1	78	10.7	420	8.1	67	11.5	47	11.8	33	12.3	15	13.1	162	11.9	582	9.2
Kentucky	138	6.4	105	7.6	111	9.0	112	10.1	466	8.2	102	11.7	95	11.6	71	12.5	63	13.3	331	12.4	797	10.3
Kinsman	313	6.6	192	8.0	160	9.1	131	10.2	796	8.0	133	11.4	91	12.0	81	12.6	35	13.3	340	12.0	1136	9.2
Lake	59	6.0	50	7.5	59	8.2	48	10.0	216	7.9	......	....	......	...	......	....	......	....	......	....	216	7.9
Landon	98	6.2	99	7.8	92	9.0	81	10.1	370	8.2	99	11.5	95	12.0	98	12.9	57	13.6	349	12.4	719	10.3

Lawn	145	6.4	109	8.0	97	9.8	76	10.8	427	8.2	98	11.3	56	12.0	58	12.7	37	13.6	249	12.1	676	9.9
Lincoln	139	6.5	91	7.6	105	8.8	122	10.4	457	8.3	87	11.8	75	12.4	64	13.8	49	13.7	265	12.7	722	10.0
Marion	330	7.2	203	8.7	205	9.7	172	11.1	910	8.9	90	11.5	70	12.6	67	13.2	44	13.5	271	12.5	1181	9.7
Mayflower	501	7.1	289	8.6	275	10.0	228	11.2	1293	8.7	155	12.0	117	12.8	63	13.6	43	13.6	378	12.7	1671	9.6
Miles	46	6.8	39	7.4	35	8.6	35	9.9	155	8.0	30	10.7	39	11.6	......	....	......	....	69	11.1	224	9.0
Miles Park	107	6.5	98	7.8	84	8.8	81	9.9	370	9.5	73	11.0	95	11.9	89	12.0	78	13.5	335	10.5	705	10.0
Mill	179	6.3	90	7.5	87	8.9	83	10.3	439	8.0	78	11.0	71	12.3	48	13.5	39	13.7	236	12.4	675	9.6
Milford	225	6.9	170	7.7	155	9.2	125	10.1	675	8.2	110	11.3	76	12.0	42	12.4	21	13.1	249	11.8	924	9.2
Mound	210	6.5	118	8.1	128	9.8	73	11.2	529	8.0	66	11.7	43	12.1	24	12.8	17	13.4	150	12.0	679	10.0
Mt. Pleasant	60	6.3	49	7.5	62	9.1	56	10.2	227	8.3	41	11.4	28	12.4	20	12.9	......	....	89	12.0	316	9.4
North Doan	129	6.5	106	7.7	100	8.7	90	9.9	425	8.0	112	10.8	95	12.2	75	12.6	50	13.8	332	12.1	757	9.8
Orchard	212	6.1	175	7.8	181	9.0	157	10.0	725	8.1	142	11.2	132	11.8	83	12.7	48	13.4	405	11.8	1130	9.5
Outhwaite	282	6.6	190	7.5	185	8.9	188	9.9	845	8.1	209	11.1	150	12.0	88	12.7	66	13.2	513	11.9	1358	9.5
Parkwood	119	6.2	63	7.4	95	9.0	72	9.9	349	8.0	78	11.0	75	11.8	57	12.8	53	13.7	263	12.1	612	9.7
Pearl	82	7.0	52	7.3	48	8.7	59	10.1	241	8.2	48	11.8	43	12.3	26	13.5	9	13.7	126	12.4	367	9.6
Quincy	162	6.4	107	7.6	123	9.4	99	9.9	491	8.1	86	11.2	111	12.0	87	13.0	42	13.6	326	12.3	817	9.8
Rice	107	6.6	97	8.1	102	9.6	67	10.9	373	8.6	57	12.2	50	12.7	25	13.1	17	14.1	149	12.7	522	9.5
Rockwell	138	7.0	51	8.8	71	9.9	56	10.4	316	8.6	56	11.5	26	12.0	19	13.0	......	....	101	11.9	417	9.4
Rosedale	121	6.2	80	7.8	102	8.4	91	10.0	394	8.0	94	11.3	95	12.2	53	12.8	41	13.6	283	12.2	677	9.7
Sackett	260	6.4	195	7.5	183	9.1	148	10.1	786	8.0	158	11.5	134	12.5	83	13.4	51	13.4	426	12.4	1212	9.6
Scranton	133	6.3	107	7.6	107	9.1	119	9.9	466	8.4	93	11.2	100	12.0	62	12.5	46	13.3	301	11.3	767	9.8
Sibley	133	6.3	102	7.6	130	9.0	120	9.9	485	8.2	110	10.9	124	12.3	100	13.0	73	13.7	407	12.0	892	10.1
South Case	293	6.6	250	7.8	181	9.2	205	10.5	929	8.3	180	11.5	135	12.0	96	12.9	73	13.3	484	12.2	1413	9.6
Sowinski	227	6.2	156	7.4	151	8.7	150	9.6	684	7.8	166	11.2	112	12.5	94	12.8	53	13.5	425	12.2	1109	9.5
Stanard	209	6.5	104	8.0	130	9.0	110	10.0	553	8.0	96	11.0	84	12.0	53	13.0	46	13.0	279	12.0	832	9.5
Sterling	195	6.5	134	8.1	150	9.2	164	10.3	643	8.5	106	11.6	96	12.5	59	12.9	45	14.1	306	12.5	949	9.8
St. Clair	251	6.9	190	8.9	177	9.6	123	10.9	741	8.7	92	12.2	74	12.5	47	13.8	37	13.7	250	12.8	991	8.7
Tod	85	6.4	89	7.3	71	8.9	76	9.8	321	7.9	85	10.9	51	11.7	37	12.7	28	13.4	201	11.8	522	9.5
Tremont	323	6.5	274	7.9	250	9.2	189	10.5	1036	8.4	171	11.2	126	12.1	64	12.7	45	13.0	406	12.0	1442	10.2
Union	212	6.3	139	8.2	156	9.2	118	10.3	625	8.2	109	11.2	58	12.1	39	12.6	32	13.0	238	11.9	863	9.2
Wade Park	174	6.2	142	7.4	142	8.5	136	9.6	594	7.8	136	10.8	106	11.9	120	12.9	87	13.6	449	12.2	1043	9.7
Walton	122	6.4	132	7.6	103	8.8	103	9.9	460	8.1	100	11.3	85	11.8	59	12.6	57	13.3	301	12.1	761	9.7
Waring	159	6.5	123	7.7	125	9.5	108	10.5	515	8.4	104	11.4	79	12.1	52	12.8	23	14.0	258	12.2	773	9.6
Warren	247	6.2	153	7.5	196	9.3	182	10.1	778	8.1	124	11.3	105	12.1	82	12.5	60	13.3	371	12.1	1149	9.4
Warner	66	6.4	37	7.5	43	9.1	42	10.4	188	8.1	31	10.9	......	....	......	....	......	....	31	10.9	219	8.5
Waverly	123	6.4	111	7.1	125	8.8	107	10.1	466	8.0	83	11.2	94	11.8	64	12.9	57	13.5	298	12.2	764	9.4
Willard	208	6.5	121	7.6	104	8.8	118	9.9	551	7.9	107	11.0	88	12.0	65	12.8	48	13.3	308	12.0	859	9.4
Willson	177	6.4	144	7.7	124	9.2	119	10.2	564	8.1	113	11.2	99	12.0	77	13.0	54	13.5	343	12.2	907	9.6
Woodland	209	7.0	134	8.0	162	9.0	120	11.0	625	8.0	118	12.0	97	12.0	50	13.0	40	14.0	305	12.0	930	9.0
Woodland Hills	195	6.6	121	8.0	120	9.1	109	10.6	545	8.3	87	11.1	63	12.2	55	13.0	43	13.6	248	12.2	793	9.5
Wooldridge	221	6.5	171	8.0	155	9.2	140	9.9	687	8.0	122	11.4	111	12.0	74	12.7	68	14.3	375	12.0	1062	10.0
Boys' School	15	10.2	42	10.4	67	11.8	74	12.6	198	11.4	58	12.7	36	13.1	23	13.4	3	13.6	120	13.4	318	12.2
School for Deaf	27	8.0	8	10.0	10	10.0	11	13.0	56	10.0	5	16.0	4	14.0	......	....	......	....	9	16.0	65	11.0
Total Primary and Grammar	14189	6.6	9684	7.9	9979	9.2	8842	10.3	42694	8.3	7704	11.4	6389	12.2	4592	12.9	3245	13.5	21930	12.2	64624	9.7
Central High	651	14.7	440	15.4	280	16.6	276	17.3	1647	16.0	......	....	......	....	......	....	......	....	......	....	......	....
East High	475	14.5	319	15.7	237	16.7	202	17.6	1233	15.7	......	....	......	....	......	....	......	....	......	....	......	....
Glenville High	178	14.4	133	15.7	84	16.6	32	17.8	427	16.1	......	....	......	....	......	....	......	....	......	....	......	....
Lincoln High	232	14.7	168	15.5	111	16.5	82	17.3	593	15.6	......	....	......	....	......	....	......	....	......	....	......	....
South High	224	14.5	89	15.4	76	16.4	55	17.6	444	15.3	......	....	......	....	......	....	......	....	......	....	......	....
West High	296	14.9	185	16.0	140	16.6	105	17.7	726	15.9	......	....	......	....	......	....	......	....	......	....	......	....
Total High	2056	14.6	1334	15.6	928	16.5	752	17.5	5070	15.9	......	....	......	....	......	....	......	....	......	....	......	....

EXHIBIT A—Continued

TABLE V

Showing the Registration, Belonging and Attendance of Pupils, and Number of Teachers

SCHOOLS	AVERAGE NO. OF TEACHERS		BOYS			GIRLS			TOTAL			No. Received from Other Buildings	No of Pupils Counted only Once
	Male	Female	No. Registered	Average No. Belonging	Average Daily Attendance	No. Registered	Average No. Belonging	Average Daily Attendance	No. Registered	Average No. Belonging	Average Daily Attendance		
Alabama	....	12.0	239	164.1	155.7	207	156.4	147.5	446	320.5	303.2	32	414
Barkwill	....	17.3	379	325.6	317.6	358	318 5	307.6	737	644 1	624.2	38	699
Bolton	....	27.5	625	548.4	524.8	609	512.2	485.8	1234	1060 6	1010.6	52	1182
Brandon	....	19.3	418	358.8	339.4	402	347.7	321.5	820	706.5	660.9	10	810
Broadway	....	20.0	408	348.7	331.9	421	359.2	340.7	829	707.9	672.6	38	791
Brownell	.. ..	34.0	837	614.1	578.5	661	492.3	460.3	1498	1106.4	1038.8	96	1402
Buhrer	1.0	16.3	360	334.4	321.5	366	343.7	328.3	726	678.1	649.8	48	678
Case	....	20 8	520	406.9	387.8	442	376.1	356.9	962	783.0	744.7	62	900
Case-Woodland	....	25.0	598	459.2	431.7	569	432.2	402.9	1167	891.4	834.6	99	1068
Clark	... .	19 0	396	348.5	338.8	391	336.3	325.0	787	684.8	663.8	44	748
Dawning	.4	10.3	248	210.0	202.3	185	156.3	151.1	433	366.3	353.4	32	401
Denison	....	27.0	613	522.9	499.4	594	498 3	475.5	1207	1021.2	974.9	87	1120
Detroit	....	18.3	403	325.9	308.4	368	306.2	290.8	771	632.1	599.2	50	721
Dike	....	17.6	407	312.7	299.6	365	279.0	265.6	772	591.7	565.2	110	662
Doan	....	17.4	400	346.0	334.7	375	303.1	290.5	775	649.1	625.2	66	709
Dunham	....	20.6	464	382.2	367.4	440	363.2	347.3	904	745.4	714.7	61	843
Eagle	....	10.0	243	191.0	183.7	214	167.5	159.2	457	358.5	342.9	21	436
East Denison	....	4.0	100	78.9	75.0	110	88.5	83 9	210	167.4	158.9	14	196
East Madison	... .	28.6	633	539.2	521.0	609	505.4	485·7	1242	1044.6	1006.7	75	1167
Fairmount	....	18.0	405	328.6	310.6	394	318.9	298.1	799	647.5	608.7	52	747
Fowler	....	18.7	354	313.8	302.8	322	289.1	276.9	676	602.9	579.7	9	667
Fullerton	....	19.3	452	372 6	352.3	391	323.1	305.1	843	695.7	657.4	22	821
Fruitland	....	8.0	112	93.3	90.5	117	95.8	90.7	229	189.1	181.2	22	207
Giddings	....	17.2	353	28.0	304.1	368	28.0	309.4	721	56.0	613.5	56	665
Gilbert	....	17.0	358	301.1	289.4	313	270 3	258.5	671	571.4	547.9	57	614
Gordon	....	17.0	343	293.4	283.7	344	299 2	288.0	687	592.6	571.7	38	649
Halle	....	18.9	271	232.2	224.2	275	239.5	230.5	546	471.7	454.7	27	519
Harmon	....	22.8	570	426.2	395.5	529	416.2	383.3	1099	842.4	778.8	107	992
Harvard	....	14.7	322	271.5	257.8	266	220.0	208.3	588	491.5	466.1	25	563
Hazeldell	....	10.5	216	179.8	172.7	214	168.5	161.2	430	348.3	333.9	45	385
Hicks	1.0	20.0	503	396.4	376.9	454	354.3	333.3	957	750.7	710.2	59	898
Hodge	....	16.3	363	304.0	294.1	347	300.1	289.2	710	604.1	583.3	54	656
Hough	....	25.0	593	508.2	488.5	583	484.8	462.6	1176	993.0	951.1	85	1091
Huck	....	14.0	300	260.7	247.9	282	241.9	228.9	582	501.6	476.8	81	551
Kentucky	....	19.0	394	302.7	288.0	403	321.7	307.0	797	624.4	595.0	57	740
Kinsman	....	26.5	587	481.9	459.7	549	461.1	439.0	1136	943.0	898.7	59	1077
Lake	....	4.0	112	91.9	88.8	104	83.8	79.3	216	175.7	168.1	12	204
Landon	....	18.0	361	286.1	274.2	358	294.3	280.4	719	580.4	554.6	45	674

Lawn	....	15.0	338	259.7	245.3	338	259.2	241.7	676	518.9	487.0	44	632
Lincoln	....	18.0	356	298.6	287.4	366	318.8	307.2	722	617.4	594.6	32	690
Marion	....	23.0	617	467.2	432.3	564	427.1	392.3	1181	894.3	824.6	132	1049
Mayflower	1.0	33.6	870	668.2	621.7	801	604.6	559.4	1671	1272.8	1181.1	193	1478
Miles	....	5.6	127	104.3	99.0	97	83.6	79.3	224	187.9	178.3	17	207
Miles Park	....	17.0	361	300.6	287.7	344	296.0	282.1	705	596.6	569.8	36	669
Mill	1.0	17.3	361	293.6	284.3	314	263.4	254.8	675	557.0	539.1	82	598
Milford	....	20.4	452	381.9	368.1	472	406.3	387.7	924	788.2	755.8	61	863
Mound	....	16.3	360	298.0	285.5	319	267.0	254.1	679	565.0	539.6	25	654
Mt. Pleasant	....	7.0	155	122.9	115.6	161	133.9	126.5	316	256.8	242.1	16	300
North Doan	1.0	16.0	384	309.1	296.3	373	304.1	290.2	757	613.2	586.5	46	711
Orchard	....	28.0	592	498.6	479.0	538	461.8	442.7	1130	960.4	921.7	77	1053
Outhwaite	....	27.4	705	506.9	477.3	653	484.0	453.8	1358	990.9	931.1	371	987
Parkwood	....	14.5	322	271.2	260.2	290	239.6	228.7	612	510.8	488.9	73	539
Pearl	....	10.0	201	170.4	164.1	166	144.6	137.7	367	315.0	301.8	18	349
Quincy	....	20.0	437	371.1	354.2	380	317.3	301.4	817	688.4	655.6	62	755
Rice	....	12.8	274	236.8	226.2	248	213.9	203.4	522	450.7	429.6	49	473
Rockwell	....	9.0	216	142.4	136.4	201	138.6	132.6	417	281.0	269.0	32	385
Rosedale	....	15.9	344	274.7	264.4	333	276.3	264.2	677	551.0	528.6	65	612
Sackett	1.0	29.8	570	489.7	470.4	642	569.5	547.1	1212	1059.2	1017.5	55	1157
Scranton	....	17.0	376	306.1	293.6	391	324.7	310.4	767	630.8	604.0	41	726
Sibley	....	21.0	457	357.8	344.1	435	340.4	326.1	892	698.2	670.2	70	822
South Case	....	28.0	688	515.0	480.7	725	560.2	521.9	1413	1075.2	1002.6	178	1235
Sowinski	....	24.3	560	466.8	450.5	549	461.2	441.9	1109	928.0	892.4	90	1019
Stanard	....	18.3	402	297.3	282.6	430	338.1	320.9	832	635.4	603.5	65	767
Sterling	....	18.6	460	352.3	333.7	489	361.7	339.7	949	714.0	673.4	136	813
St. Clair	....	20.0	532	393.7	370.4	459	331.3	307.8	991	725.0	678.2	106	885
Tod	....	14.0	247	200.3	193.7	275	224.6	215.7	522	424.9	409.4	39	483
Tremont	....	30.6	706	584.7	551.5	736	604.4	565.7	1442	1189.1	1117.2	50	1392
Union	....	20.8	419	365.1	350.9	444	398.6	382.2	863	763.7	733.1	25	838
Wade Park	....	22.0	511	434.2	417.7	532	441.6	424.6	1043	875.8	842.3	76	967
Walton	....	20.9	407	343.2	330.5	354	295.0	280.5	761	638.2	611.0	33	728
Waring	....	18.0	387	312.3	300.8	386	323.9	311.8	773	636.2	612.6	59	714
Warren	....	26.0	612	522.9	505.2	537	467.0	450.2	1149	989.9	955.4	34	1115
Warner	....	4.4	110	89.4	85.0	109	87.9	83.0	219	177.3	168.0	20	199
Waverly	....	17.3	385	331.6	318.5	379	313.8	298.6	764	645.4	617.1	57	707
Willard	....	21.0	421	362.0	348.1	438	361.0	345.3	859	723.0	693.4	38	821
Willson	....	20.0	452	372.3	357.1	455	365.0	346.6	907	737.3	703.7	68	839
Woodland	....	20.0	487	387.0	368.4	443	364.8	343.9	930	751.8	712.3	60	870
Woodland Hills	....	17.3	404	319.8	305.7	389	306.8	291.2	793	626.6	596.9	80	713
Wooldridge	....	20.6	574	465.2	443.2	488	382.3	363.7	1062	847.5	806.9	89	978
Boys' School	3.0	3.2	318	114.3	104.2	....	....	....	318	114.3	104.2	318	....
School for Deaf	....	8.0	28	23.3	22.3	37	30.9	29.4	65	54.2	51.7	3	62
Total Primary and Grammar	9.4	1472.8	33245	26673.9	25735.0	31379	25448.0	24443.8	64624	52121.9	50178.8	5118	59506
Central High	34.0	30.0	790	689.5	665.6	857	770.2	738.1	1647	1459.7	1403.7	2	1645
East High	21.5	22.0	601	520.5	498.2	632	565.8	537.4	1233	1086.3	1035.6	5	1228
Glenville High	8.0	12.0	218	197.9	189.6	209	196.3	188.2	427	394.2	377.8	3	424
Lincoln High	13.5	10.5	282	253.6	246.6	311	285.5	277.5	593	539.1	524.1	....	593
South High	11.0	10.5	210	188.3	182.5	234	213.7	206.3	444	402.0	388.8	1	443
West High	23.0	9.0	337	312.0	302.0	389	349.0	336.0	726	661.0	638.0	....	726
Total High	111.0	94.0	2438	2161.8	2084.5	2632	2380.5	2283.5	5070	4542.3	4368.0	11	5059
Grand Total	120.4	1566.8	35683	28835.7	27819.5	34011	27828.5	26727.3	69694	56664.2	54546.8	5129	64565

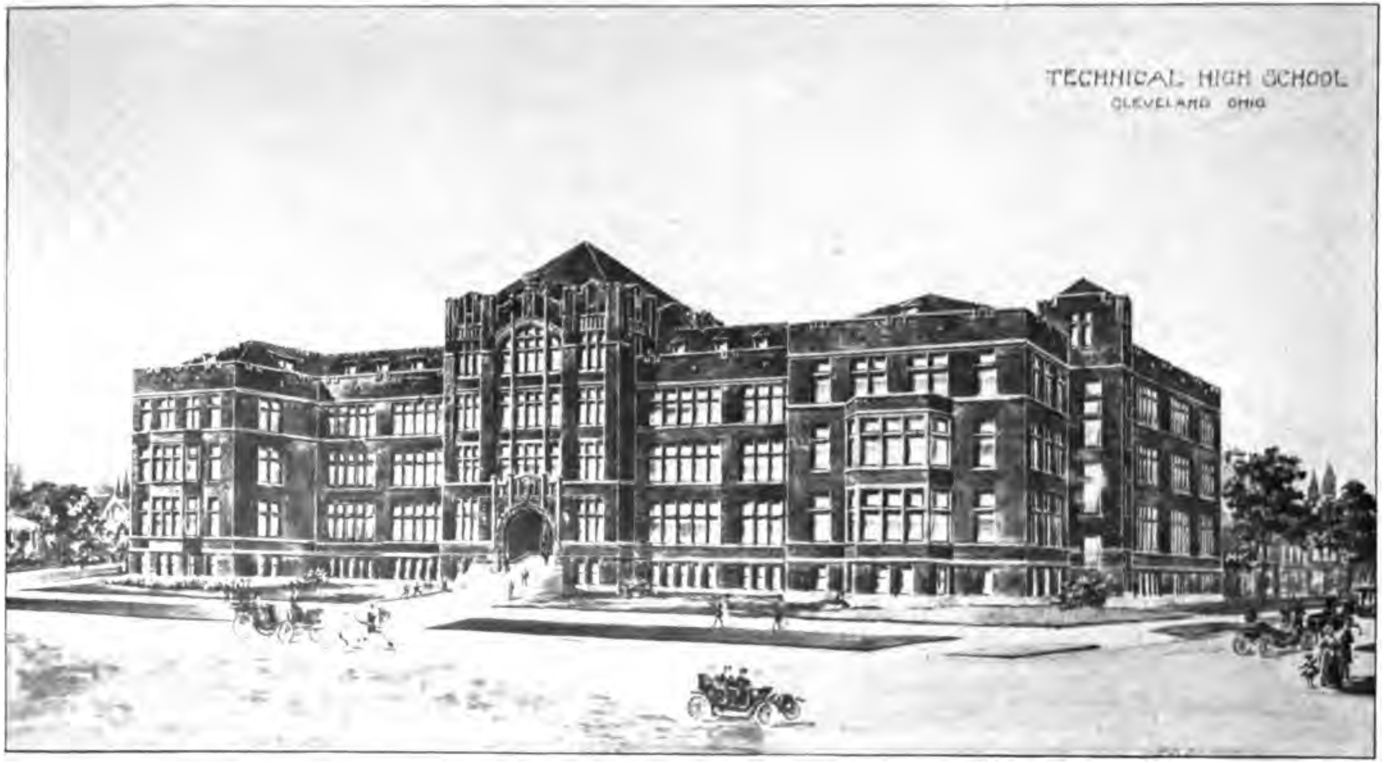
The Cleveland Technical High School

The building to be known as the Cleveland Technical High School, whose walls are now rapidly rising above the ground, owes its origin to the Board of Education of 1905. The members constituting that Board were as follows:

Mr. Samuel P. Orth	Mr. Walter D. Sayle
Mrs. Sarah E. Hyre	Mr. John C. Canfield
Rev. Arthur C. Ludlow	Mr. William G. Leopold

and Mr. Francis H. Haserot.

In his inaugural address, President Orth called attention to the fact that the efforts toward "Industrial education as carried out by the manual training department of the high schools were wholly inadequate. That this manual training was entirely secondary and that though it aimed at manual aptness it was not of such a nature as fitted for an occupation." Mr. Orth suggested that the Board set inquiries afloat looking toward the establishment of a school for such of our youth as desire to choose for their calling some branch of the mechanical arts. On February 29th the President, in accordance with a resolution adopted by the Board, appointed the following Educational Commission "to examine carefully the government, supervision and course of study of the Cleveland Public Schools and make suggestions:" Messrs. J. G. W. Cowles, Elroy M. Avery, E. M. Baker, J. H. Caswell, Charles Gentsch, Frank Hatfield, Charles S. Howe, F.



Technical High School
East 55th Street, between Scovill and Portland Aves.

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

F. Prentiss, Thomas L. Johnson, C. W. McCormick, James McHenry and Charles F. Thwing.

The Cleveland Technical High School

The findings of the Educational Commission were embodied in a series of reports submitted to the Board of Education during the years 1905 and 1906. Among the recommendations was one urging the establishment of a manual training high school and this formed the basis for the further work of the Board in carrying out the suggestion made by Mr. Orth in his opening address.

On September 26, 1905, the following resolution was adopted: "That the Educational Committee of this Board be hereby instructed to investigate the advisability of establishing a Manual Training High School in the city and that it be empowered to extend its investigations to other cities as it may deem wise and that the expense of such investigation be and is hereby authorized by this Board."

On Monday, March 5, 1906, the Board of Education unanimously adopted a resolution authorizing the issue of bonds for $350,000 for the purpose of erecting a Manual Training High School.

Since that time a marked change as to what shall be the policy of this school has brought about a change in name and henceforth the institution is to be known as the Cleveland Technical High School.

Four months later after carefully considering the question of a suitable location for the institution, selection of site was definitely agreed upon and the property acquired August 13, 1906. Its location on East 55th Street, at the corner of Scovill Avenue, places the school within easy access of all parts of the city. The East 55th Street car line makes it possible to reach the school from the south side direct and from the east and west sides by transfer from various lines. The Scovill avenue line connects directly with the business district. The neighborhood is ideal, being just on the edge of a great manufacturing district which is desirable for such a school and yet the building is not actually within the smoke and grime of such localities. The magnitude of the undertaking, the intricate problems involved and the newness of this type of school have all served to make a proper solution difficult. The plans have been thoroughly and carefully prepared and the work of Architect F. S. Barnum in this connection has been most efficient. Active operation was begun on the building August 30th, 1907. It is expected that the building will be completed in time for the opening of school in September, 1908.

The design, as prepared by Mr. Barnum, is English Gothic—a style which is coming more and more into vogue for school buildings. It is executed in a dark reddish-brown shale brick with brown terra cotta trimming, resting upon a heavy cut stone water table. The front is divided by the projections of the end wings and the central pavilion into most pleasing and harmonious proportions. The selection of the brick named was made through a desire to give the building as massive and strong an appearance as is possible, to balance the very large amount of wall space sacrificed to ample lighting. The plan is like the letter "E" in form, there being three wings abutting upon the main building which has its main facade facing the east.

The front entrance is approached on East 55th Street by an imposing flight of granite steps. The other entrances are located upon Portland and Scovill avenues respectively. Upon entering the building on East 55th Street, access is had to the main corridor leading both north and south and into the wings over this entire floor. At the right is located a reception room and at the left the offices of administration. Immediately opposite the entrance is a spacious auditorium with a seating capacity, including main floor and balcony, of thirteen hundred, available for school assemblages and popular evening lecture courses. Provision is being made to accommodate one thousand day students.

Technical High School

East 55th Street Elevation, Main Front of Building

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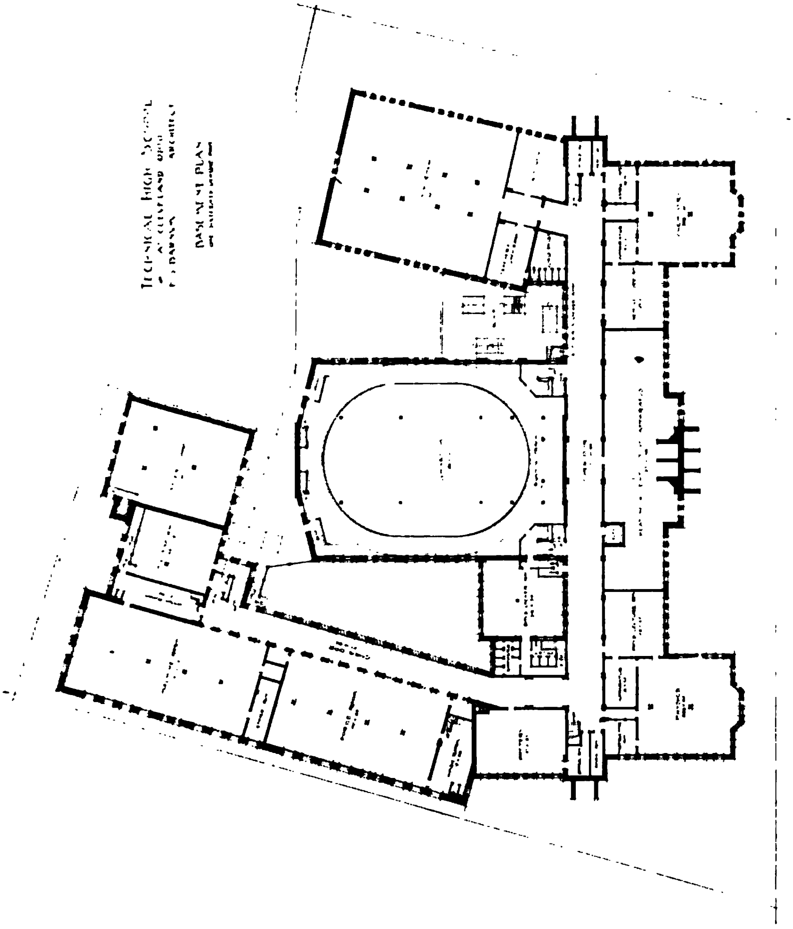


Technical High School

Basement Plan

Technical High School

Portland Avenue Elevation, showing Two Story Shops

The ground floor is appoached by a flight of stairs leading down from the corridor opposite the front entrance. The center space is assigned to the ventilating apparatus. The lecture rooms and laboratories for physics and chemistry are at either end. In the north wing the entire area has been devoted to a lunch room with the necessary kitchens, serving rooms, etc. Immediately under the auditorium are the gymnasium, running track, showers and locker rooms. The south wing has been devoted to the shops on this floor as well as upon the first floor. The pottery department will be equipped with potters' wheels, lathes for turning models, a slip house and glaze room set, kilns, etc. Adjacent to this is the forge shop with provision for a blacksmith class of thirty-six. The forges will be arranged for down draught and the equipment thoroughly modern and up to date in every respect.

The next room is the machine shop with heavy equipment suitable for the very best of trade instruction. Located at the end of the corridor is a foundry provided with a cupola for the melting of iron, a brass furnace, suitable core ovens, etc. At the extreme back of the building the heating and power plant has been installed where it is proposed to generate heat and electric light and power. This plant will have a capacity of over 400 horse power.

On the first floor in the main part of the building and also in the Scovill avenue wing the rooms will be devoted to recitations. Two large rooms at each corner of the buiding, with a seating capacity of 250, have been set aside for session rooms in order that the pupils may have an undisturbed opportunity for study.

In the Portland avenue wing are five woodworking rooms including joinery, turning, cabinet making, pattern making shops. There is also a room for re-sawing and storing stock. Modern methods make it essential that in addition to the usual hand tools in these rooms suitable woodworking machinery be provided.

Opposite the entrance to the wing corridor is a draughting room for the use of students preparing designs for shop problems. This is easily accessible to all pupils in the woodworking department. There is also a room for varnishing and finishing woodwork. Adjacent to all work shops are located wash rooms provided with individual lockers for the storage of working clothes, unfinished projects, etc.

On the second floor are additional recitation rooms, the school library, elementary science laboratory and mechanical drawing rooms.

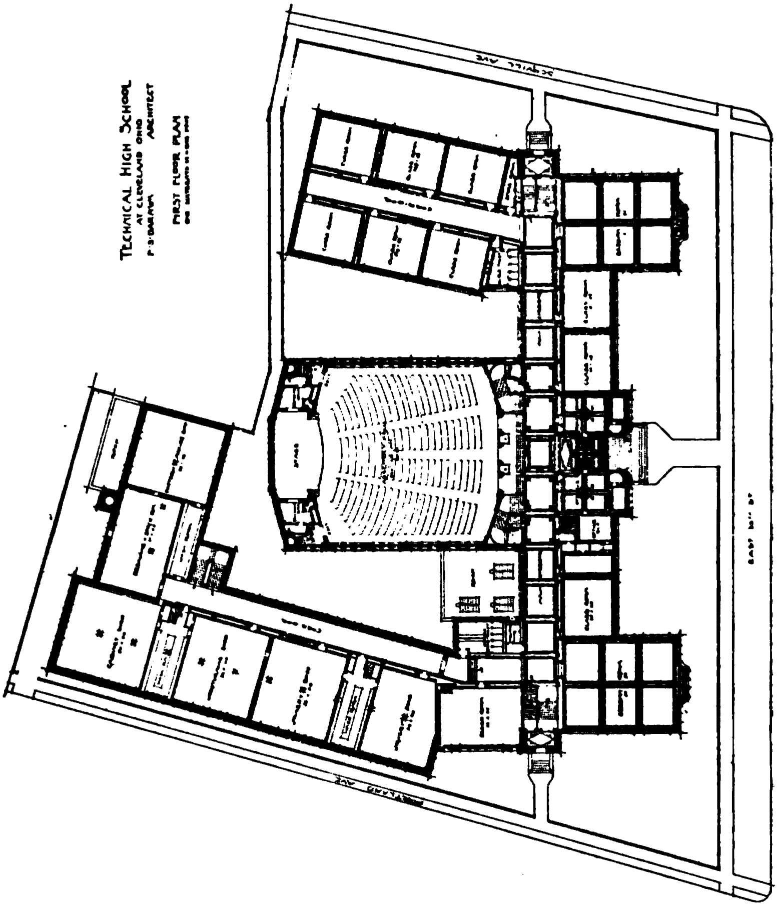
On the third floor the Scovill avenue wing is devoted entirely to the girls' department. Here are located the kitchens for instruction in cooking, the dining room for lessons in table service and the laundry. Rooms for instruction in plain sewing, dress-making and millinery are situated at the corner of the building. Additional mechanical and freehand drawing, applied art and recitation rooms occupy the remaining floor space. A club room for school organizations, separate rest rooms for women and for men teachers, are also given space in the building. No cloak rooms for the storage of wraps have been provided, this feature having been cared for by ventilated lockers conveniently distributed about the corridors.

The courses offered by this school will be radically different from those offered by the other high schools of the city. College entrance requirements can not in any way enter into a determination of the outlines of this school's courses. However, the preparation needed for admission to the colleges is even now undergoing radical revision and doubtless the industrial instruction afforded by this school will in the immediate future receive recognition. But first and foremost the Cleveland Technical High School is intended to be a finishing school in itself whose graduates will leave school prepared to enter a vocation. Throughout the country specialization in every direction has marked all growth and development and schools devoted to special purposes are no exception. For those wishing to prepare for college or who wish a general education the present high schools are available. A movement is on foot looking toward the separation of all business courses into a Commercial High School. A similar school whose atmosphere will be distinctly academic is already upon the architect's boards.

In the Technical High School the atmosphere must be one of manufacture and industry and upon these themes the academic studies are to bear with particular force.

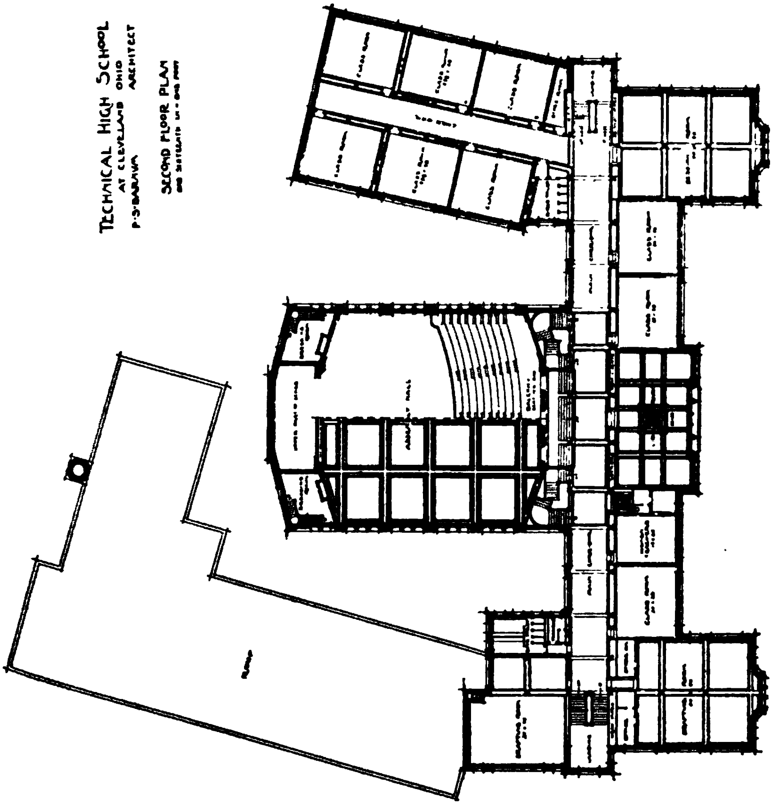
High Schools in the past have not taught very many subjects with a definite view to their ultimate utility but have sought only general culture. In a school which trains for a vocation less attention can be paid to general education; subject-matter of a more specific nature must occupy the time and efforts of the students. Arithmetic, also algebra of a very definite character dealing largely with shop problems is essential; English, treating of industrial and labor problems, of manufacturing processes and distribution of the product together with the study of the great industrial authors such as Carlyle, Ruskin and William Morris, can well supplant the more purely literary authors. So also with German which offers a fine field of technical reading; history can be taught along lines of industrial development; science can be applied science of the most intensive sort; and so on throughout the entire list of studies comprising the course. This means a radical departure from current high school practice and courses will not parallel those in the other high schools. So large an amount of time will be devoted to shop practice and applied mechanical drawing that pupils entering this school from other high schools will be at a distinct disadvantage along these lines. The courses in manual training which remain in the present high schools must nevertheless be guided by the type of industrial instruction of the Technical High School; this makes advisable the supervision of all high school manual training from this center.

Upon the opening of the school a few pupils of ad-



Technical High School

First Floor Plan



Technical High School

Second Floor Plan

vanced standing will be admitted but only where the applicants can indicate a special fitness for the courses here offered. The removal of the present forge and machine shops to the Technical High School and the elimination of the junior and senior years in mechanical drawing from the courses of the other high schools will doubtless create an immediate demand for instruction of the same grade. To meet this demand it is proposed to open this school with classes in all departments, including the junior and senior years. The upper classes, however, will necessarily be small in number and it may not be found possible to admit all applicants. The rating of the diploma from the Technical High School should mean so much in an industrial way that the number of pupils constituting the first graduating classes must be greatly restricted, since none will have had the full mechanical arts course of instruction.

During the last two years of the course pupils will be allowed to specialize along lines to which they are particularly adapted in order that upon graduation they may be better fitted for their life work. Some vocation must be chosen by a great majority of young men and young women since only a small proportion find it possible to enter a profession or a business career. This is forced upon a majority of our young people early in life and if proper choice can then be made it is a distinct advantage.

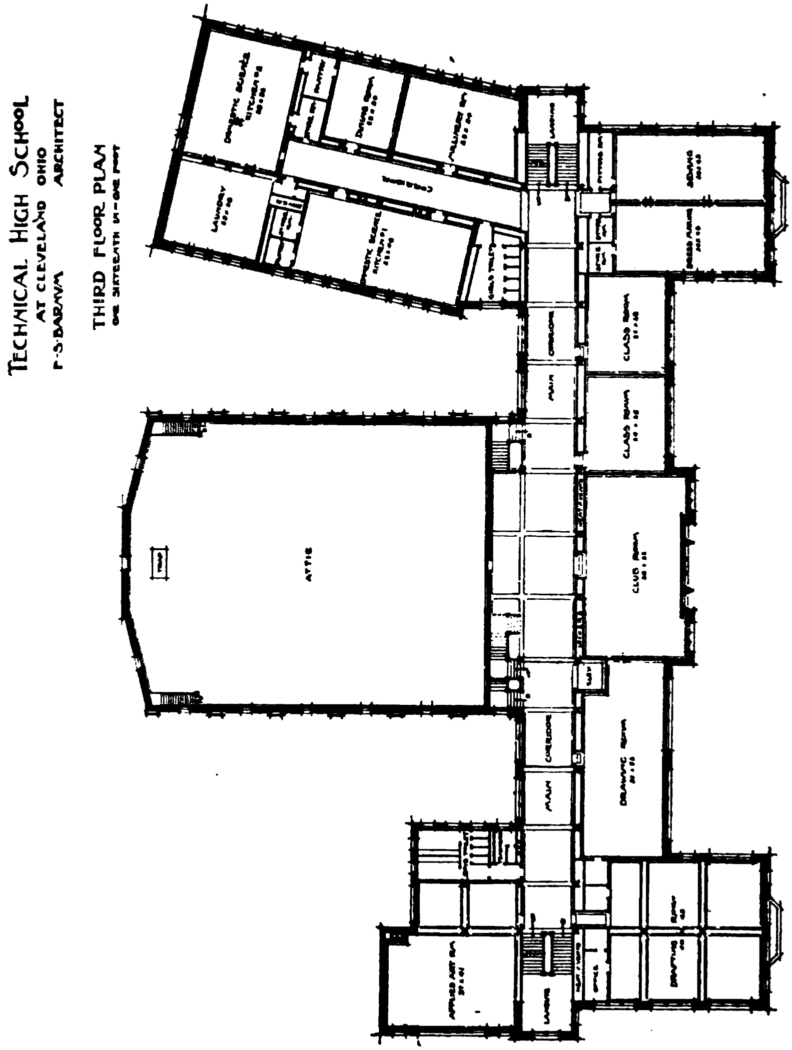
Since the principles underlying all arts are identical, during the first two years a more or less definitely prescribed outline of instruction must be laid down. If at the end of this time peculiar adaptability in any particular direction becomes evident to student, parent or teacher, specialization along this line will be possible. To illustrate more clearly, take the case of a young man who finds that his tastes and talents run along lines of machinery construction. During his third and fourth years he may devote twenty hours a week to machine shop practice. After completing the first two preliminary years in wood and iron working he may *then* devote a major part of his time to the particular branch along which his abilities lie and to which he may wish to devote his life work.

In this selection the school can properly fill a definite place. If a boy has mechanical ability this is the school for him to attend. If his attainments point in other directions the other high schools are available.

The department for girls will have domestic science and domestic and industrial art for its basis and around these studies the rest of their work will be grouped. Home-making courses are of greatest value to girls and to train in this direction will be the aim of these departments. Cooking will be very practical and comprehensive, covering preparation and analysis of foods, the study of food values, and the preparation and serving of complete meals. This will be supplemented by courses in home planning and house decoration, taking up the study and arrangement of rooms, wall and floor coverings, study of furniture and pictures, draperies, etc. This will be organized with particular reference to economy and good taste. Segregated classes for the study of physiology and personal hygiene will give students an opportunity to acquire a knowledge of those things which are so essential to their future health and happiness.

This instruction will be supplemented by a complete course in home nursing, including first aid to the injured, the care of invalids and particularly of children. Instruction in our high schools has never been specific enough along these lines but has been of a purely general nature. These courses are to be very practical and to the point to the end that when a girl has forced upon her the care of the home and the family she will be thoroughly prepared for functions of this sort. Keeping of household accounts, economic home management, marketing, etc., will receive due consideration.

Similar opportunities for specialization during the last two years of the course will be offered girls as are provided



Technical High School

Third Floor Plan

for boys. In most classes the nature of the studies and method of teaching demand a separation of boys from girls. There will therefore be organized within this building a boys' school and a girls' school.

For a course of study so enriched with industrial work as the proposed outline indicates, a longer school day than is at present the practice in Cleveland is absolutely necessary. A two-session day with four school periods in each half has been decided upon. The morning session will open at 8:30 and continue until 11:45, the afternoon session opening at 12:45, closing at 4:00—one-half of the day being devoted to manual instruction, the other half to academic studies.

The deeper interest felt by students undertaking an education of this kind and the relaxation in industrial work of the nature to be provided at the Technical High School make so long a day possible. Then, too, it is felt that pupils attending this school will be so thoroughly in earnest in their desire to fit themselves for a vocation that the hard work laid down in the courses will be entirely feasible.

Many graduates from the eighth grade upon leaving the grammar school go to work and, having once started in an earning capacity, never enter the high school. Were studies in which they are interested immediately available many students who now do not go to high school at all would continue their education.

By eliminating entirely the long summer vacation a saving of an entire year in the high school course will be accomplished. This is most desirable from the standpoint of the student of limited means who wishes to secure a maximum of education in a minimum of time. It is therefore proposed to offer a three-year course as well as a four-year course. In any event the work covered will be identical. The school year will therefore be divided into four twelve-week periods with an intermission of one week between quarters.

Pupils who do not wish to take advantage of this shortened course or whose physical condition does not permit of the close application of continuous study will still have the opportunity of devoting four years to their high school course.

The keen interest already evinced by merchants and manufacturers of the city means that this institution will bring employers into close touch with students seeking positions. The school can thus include in its duties the bringing together of these two classes.

The school will be open to all sections of the city and students from any district may attend. The double session makes a lunch room absolutely essential and to provide a warm noon meal at a very slight cost will therefore be necessary. The lunch room will be conducted as nearly as possible upon a no-profit basis. It has been found possible to supply a good noon meal for from eight to twelve cents, and by supplementing the hot dishes with a luncheon from home, for a sum even less than this.

One of the most important missions which this school can fill is the betterment of people already engaged in a given vocation. The abolishment of the apprenticeship system in the subdivision of manufacturing processes has practically made it impossible for mechanics to secure any general training which enables them to better their condition. There is a crying need among semi-skilled working classes of an opportunity for industrial education and the Technical High School will offer trade courses during the evening to men and women already engaged in a given trade.

The night classes will be divided into two sections, each reporting three nights a week from 7:00 until 9:30. One section will meet Monday, Wednesday and Friday evenings, the other Tuesday, Thursday and Saturday evenings. In this way the night trade school could accommodate 1,400 men and 600 women.

The same equipment which is used for technical instruction in the day school will be available for instruction

in the evening classes, though doubtless the woodworking department will not be as heavily taxed as will the iron working department. Instruction will be offered men in carpentry, cabinet making, pattern making, foundry practice, tool forging, sheet metal and machine shop practice. Allied with these subjects will be instruction in trade mathematics and a course in English and applied mechanical drawing; architectural and machine drawing will also be given. Freehand drawing, charcoal and water color rendering, clay modeling, book binding, leather work, art metal work and design as applied to the crafts will also be offered.

A complete course in plain hand sewing, dress cutting and fitting, machine sewing, spring and fall millinery, and all of the above industrial arts will be available to women in the evening school. Plain cooking and whatever allied courses that are called for by sufficient numbers to warrant a class will come within the scope of the night instruction.

A two years' course will warrant the issuing of a certificate and by requiring a high standard of work such a certificate should have distinct value. It should mean the placing in the hands of graduates of the evening schools a certificate of character, workmanship and industrial intelligence.

Course of Study for Boys

First Year

	Periods per Week.
English	5
Arithmetic and Algebra	5
Industrial Geography	5
Freehand Drawing and Mechanical Drawing	5
Turning one-third year, cabinet making two-thirds year	8
Physical Training	2

Second Year

English	5
Plane Geometry	5
Elementary Chemistry	5
Mechanical Drawing	5
Pattern Making and Foundry Practice one-third year; Forging two-thirds year	8
Physical Training	2

Third Year

English	5
Industrial History or German	5
Physics	5
Mechanical Drawing	5
Machine shop one-third year; Elective shop two-thirds year	10

Fourth Year

Advanced Mathematics or Science	5
American History and Civics	5
German or Commercial Geography and Law or Elective Shop	5
Mechanical Drawing	5
Elective Shop Work or Mechanical Drawing	10

Note: Students desiring History or German may substitute during the First and Second Years either of these subjects for Science. Chemistry and Physics are then to be taken the Third and Fourth Years.

Course of Study for Girls

First Year

	Periods per week.
English	5
Arithmetic and Algebra	5
Botany and Physiology	5
Industrial Arts or Domestic Arts	14
Physical Training	2

Second Year

English	5
Constructive Geometry	5
Elementary Chemistry	5
Industrial Arts or Domestic Arts	14
Physical Training	2

Third Year

English	5
Industrial and Art History (European)	5
Physics or German	5
Industrial Arts or Domestic Arts	14
Physical Training	2

Fourth Year

English or Commercial Geography and Law or Elective Applied Art	5
Industrial and Art History (American) and Civics	5
Advanced Science or German	5
Domestic Science, Sewing or Elective Applied Art	14
Physical Training	2

Notes

The Industrial Arts Course includes:

Applied Art	10
Domestic Science or Sewing	4

The Domestic Arts Course includes:

Domestic Science	4
Sewing	4
Applied Art	6

Applied Art includes cardboard construction, pottery, leather work, wood block printing, book binding and metal work. Freehand Drawing, composition and design (any medium).

Domestic Science includes cooking, table service, laundry, invalid cookery, nursing, hygiene and sanitation, household accounts, home decoration and dietetics.

Sewing includes plain hand and machine sewing, dress cutting and fitting, millinery and art needle work.

438880

Report of Committee on New Buildings

To the Honorable Board of Education:

Your Committee on New Buildings presents herewith a review of the work accomplished during the year ending December 31, 1907, including both the buildings begun and those completed during the year.

It is a pleasure for your committee to report that the complete program of building for 1907 was carried out as outlined to the Board in December, 1906.

The work of the year may be divided into two parts, high schools and elementary schools.

Two high schools, the Technical and the John Hay, were proposed. The sites for both have been purchased and the Technical High School is already well under way. The total amount available during 1907 was $707,519.78, of which $397,919.90 was for general purposes and $319,239.33 the proceeds from the sale of bonds and available only for the Technical High.

There was expended for sites $74,501.78, elementary schools $260,720.21, Technical High School, $60,091.15 and for the John Hay High School site $35,006.26. There is outstanding on contracts for the Technical High $172,202, and on elementary schools to be completed during 1908, $118,852.81.

Elementary Schools

During 1907 there were two new elementary schools opened, two were ready for occupancy January 6, 1908, and two are in course of construction.

The elementary schools opened are Outhwaite Annex and Watterson School, both of which were described in the

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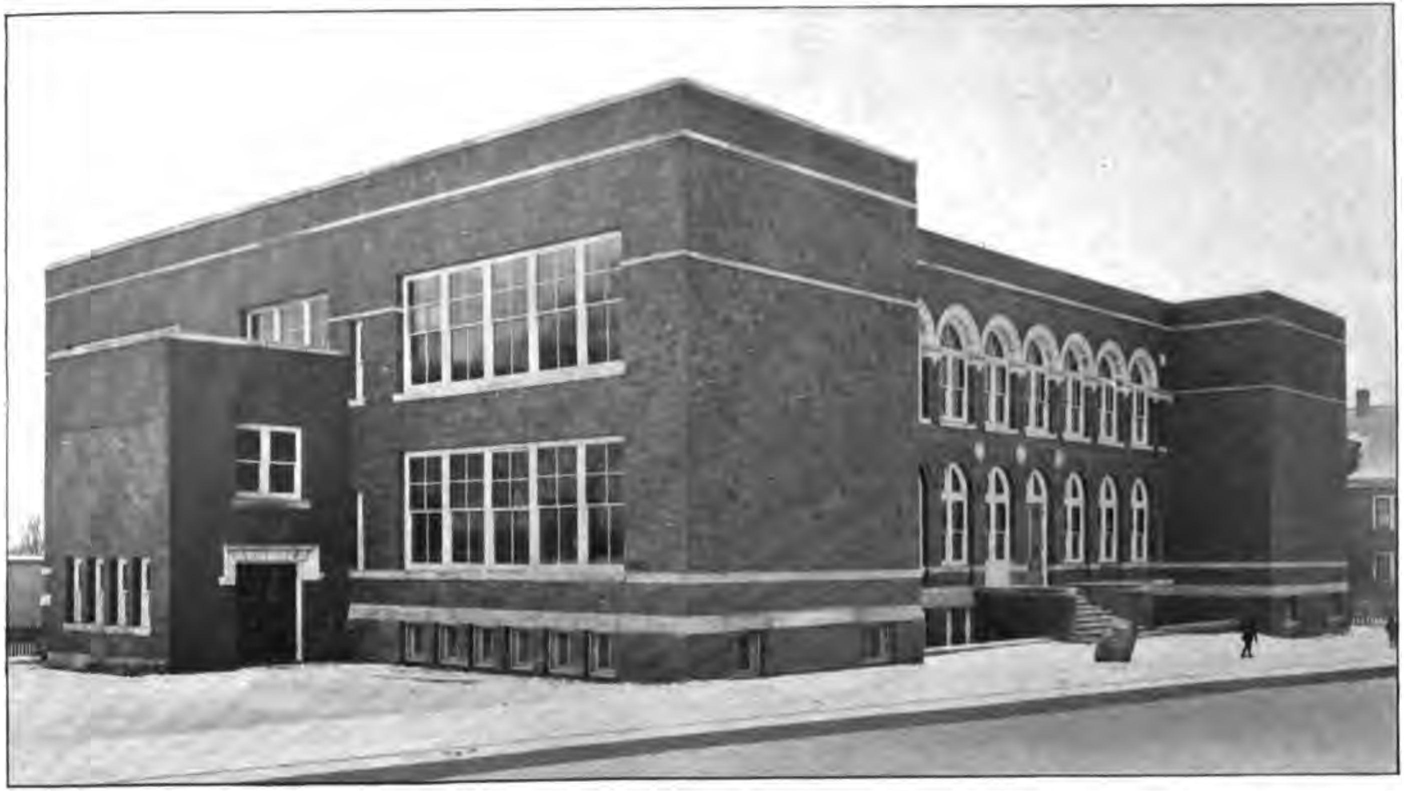


Murray Hill School

13 Room Annex with Auditorium and Dispensary

report of this committee for 1906. The four elementary buildings begun this year are Rice, Murray Hill, Milford and Harvard. Rice and Murray Hill were opened for school purposes January 6, 1908, and Milford and Harvard will be ready for occupancy in September, 1908.

Rice School

The addition to Rice School is an eight room annex, a duplicate of the original building with the addition of an auditorium and is an example of a building constructed on the unit plan whereby the structure may be continued indefinitely along any given direction without loss of light. The school is located outside the city in territory annexed for school purposes in Newburgh City, and was opened for school purposes January 6, 1908, relieving two half day session rooms, two recitation rooms and two portables.

The building is constructed of dark shale brick with stone trimmings and is of steel and concrete fireproof construction throughout. It is heated and ventilated by means of steam coils and plenum fans. It contains eight class rooms, eight cloak rooms, auditorium, office, gymnasium and playroom and toilets in basement. The annex has 360 sittings and the entire building 720 sittings.

Murray Hill

This building, located on Murray Hill Avenue, is a thirteen room annex with auditorium, medical dispensary, library and shower baths. The building is constructed of dark shale brick with sandstone trimmings and is of steel and concrete fireproof construction. A heating and ventilating plant of sufficient capacity for the old and new buildings and representing the latest ideas in equipment of this kind is a special feature. The annex contains thirteen classrooms, each with a cloak room, an office, medical dispensary and auditorium on the first floor, and toilet rooms, playroom and shower baths in the basement.

The building will relieve four portable buildings and an eight room building, the original Brandon School.

As the new building fronts on Murray Hill Avenue, the name was changed to Murray Hill School. The entire building now has a total of thirty classrooms with a capacity of 1350 pupils. At the present only the 22 rooms in the two brick buildings will be in use for day schools, the frame building being held in reserve and used now for night schools and kindergarten.

Harvard School

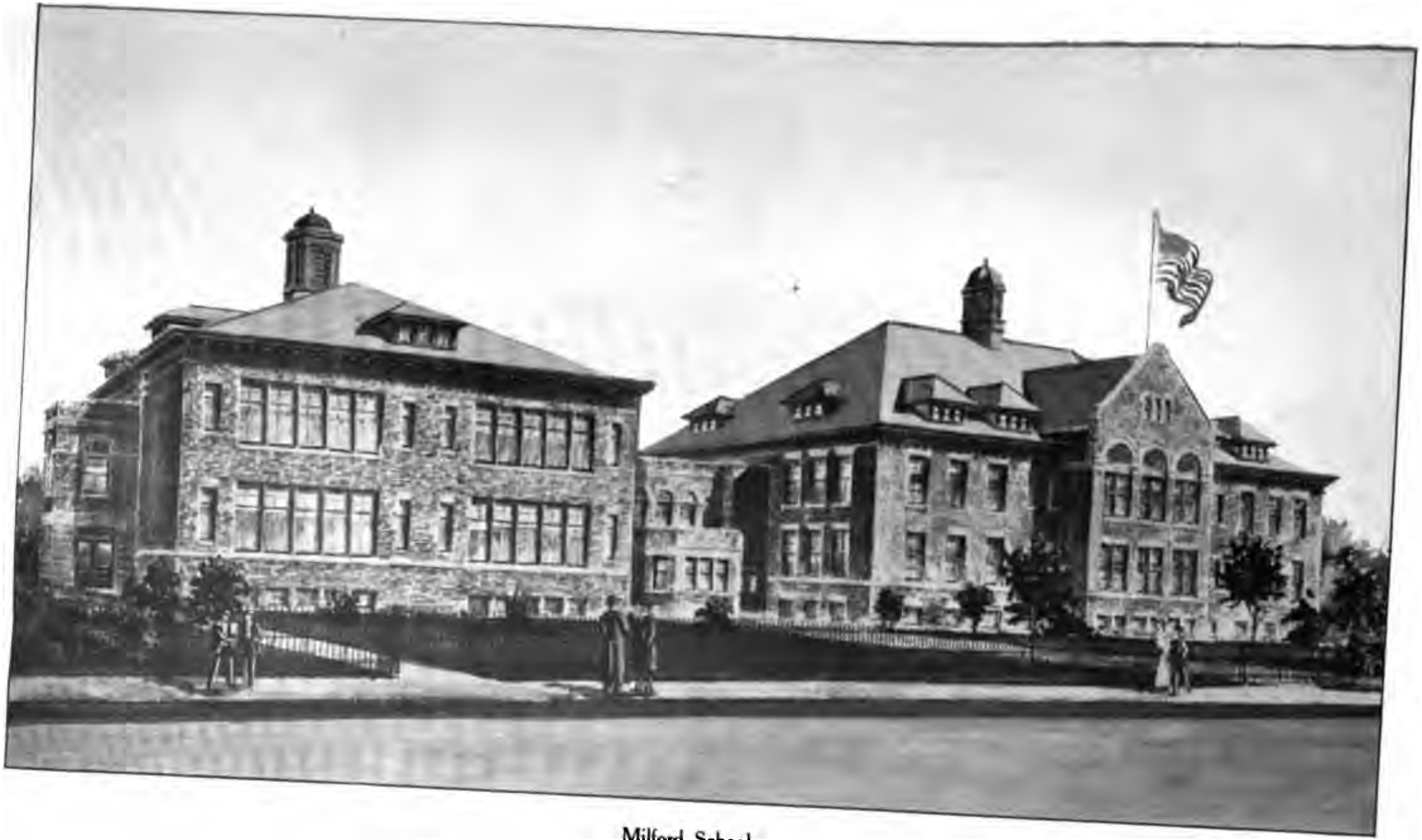
This building is an eight room annex to the original eight room building and will be built of shale brick with sandstone trimmings. It is of steel and concrete fireproof construction, with a heating and ventilating system of steam coils and fan. It contains eight classrooms with 300 sittings, a fine auditorium and office, and playrooms and toilets in the basement. The entire building has 720 sittings.

Milford School

The building is a twelve room annex of mottled buff impervious pressed brick with sandstone trimmings, and of reinforced concrete construction, heated and ventilated by means of steam coils and fan. It will contain twelve classrooms, each with a coat room and office and auditorium, and gymnasium, toilets and a playroom in the basement. The annex will contain 540 sittings and the entire building 1080 sittings. The special construction feature of the last two buildings is the reinforced concrete construction instead of steel.

High Schools

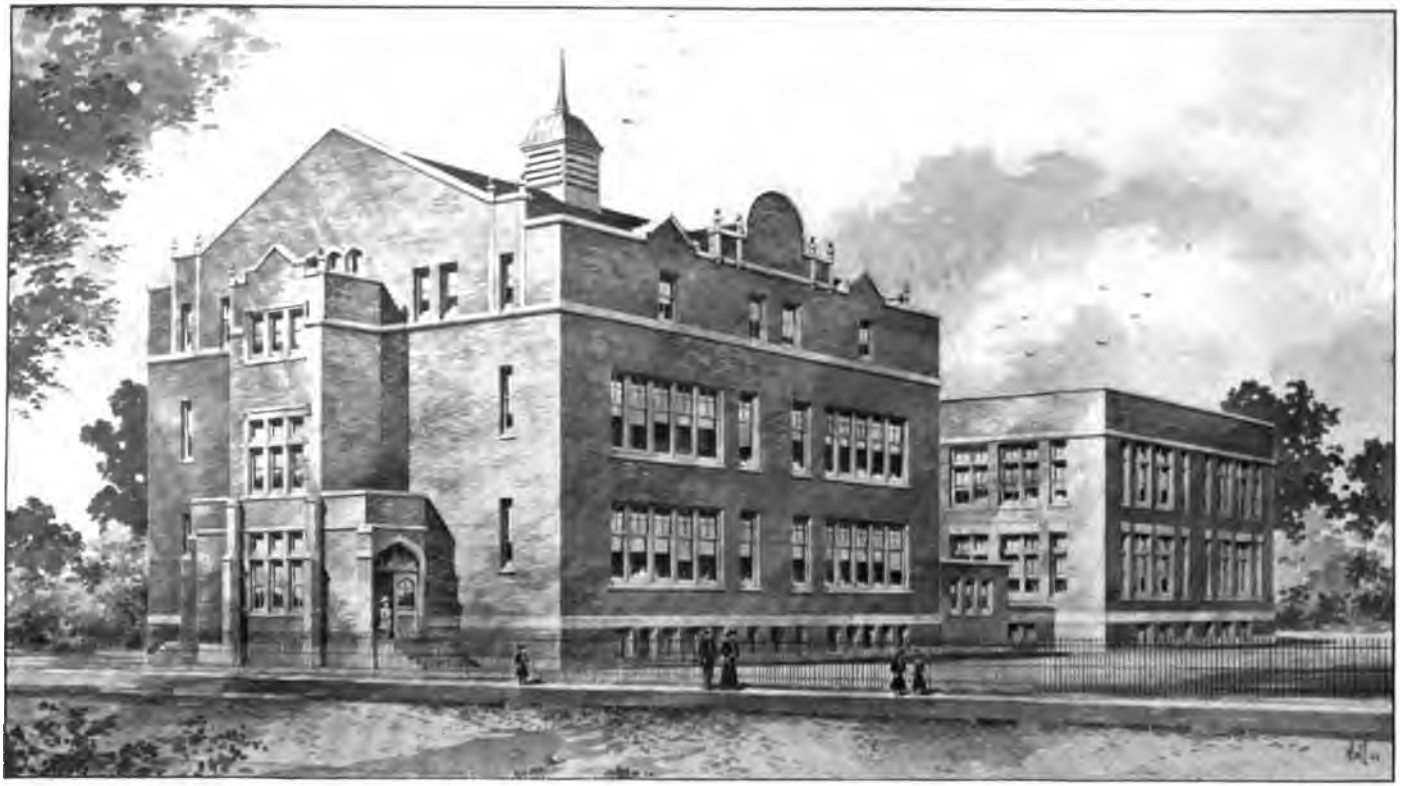
The Technical High School on East 55th Street and Scovill and Portland was agreed upon, bonds issued and land purchased in 1906. Early in 1907, the plans prepared by the Architect were approved by this Committee, and the Director of Schools authorized to advertise for bids on May



Milford School

12 Room Annex

Original 12 Room Building



Harvard School

Eight Room Annex **Original Eight Room Building**

6, 1907. Bids were received on August 5, and contracts authorized on August 9. Actual construction was begun August 30, 1907, and at present the building is considerably ahead of the schedule which calls for the completion of the structure in November, 1908.

In order to provide a fire area in the rear of the auditorium it was necessary to purchase eight feet of land adjoining the original plot on the west. This provides for a space of ten feet between the building and the west lot line.

The original bond issue of $350,000 has now been exhausted and to complete the building an additional bond issue will be necessary as has already been stated to the Board by this Committee in a report made on December 16, 1907.

The Technical High School is the largest single building as yet erected by the Board of Education in Cleveland and in equipment will be one of the most complete and modern technical schools in the country.

Its style is a modification of the English Gothic, three stories in height in the main building and the Scovill Avenue wing and two stories on the Portland Avenue wing which contains the shops. The building material is a chocolate colored shale brick, trimmed with terra cotta of a dark tan color on the 55th and Scovill Avenue fronts, and with sandstone trimmings on the shop wing on Portland. The roof will be covered with dark red Spanish tiles. The principal facade is perfectly symmetrical in treatment, having a central entrance tower. Secondary entrances are located at the end of the long corridor parallel to the main front of the building. The auditorium is on the main axis of the building on the first floor, with the gymnasium underneath.

In construction the building will be fireproof, having steel columns and floor beams throughout; and cinder concrete fireproofing.

It will be heated by direct steam; ventilation by plenum fans, the power for the shops and for driving fans to be electric with separate electric generators for lighting.

Sites Purchased

During the year property to the amount of $130,280 was purchased for sites and playgrounds.

High Schools

Schools	Purpose	Cost
Technical High,	Site (8 foot strip on west side)	$ 400
John Hay High,	Site	62,800
South High,	Site (8 foot triangular piece)	50

Elementary Schools

Columbia	Site	$15,000
Kinsman Blvd	Site	9,000
Murray Hill	Site	14,000
Milford	Site	8,550
Rice	Site	4,400
Quincy	Playground	5,690
Boys'	Site	6,000
Sterling	Playground	4,400

At South High and the Technical High School small eight foot strips were purchased to square up and avoid bad angles in the lot and to provide a fire area and safety exit.

The John Hay High School site is on East 107th Street and comprises all the land between Marlborough and Fairchild Avenues, about 376 feet front, 306 feet deep on Fairchild Avenue, and 583 feet deep on Marlborough Avenue. So large a piece of property was purchased with a view to building a Normal School adjoining the high school.

The property was purchased in three sections, one from the Skelly heirs and W. T. Silsby, 120 feet on East 107th Street for $10,800; a second from F. W. Hart for $35,000, comprising 145 feet on East 107th and the entire Marlborough Avenue frontage; and the third from C. R. Heller for $17,000, comprising 113 feet on East 107th Street and 306 feet on Fairchild Avenue.

The purchase of the first two sections has already been consummated and the details of the third section will be closed by February 1, 1908, so that building operations may be begun in the spring of this year if deemed desirable.

The Columbia School site is on Columbia Avenue near East 105th Street and was purchased for the purpose of erecting a school building to relieve North Doan and Parkwood, and indirectly Doan and Hazeldell. Building operations will be begun in the spring of 1908.

The Kinsman Boulevard site will provide the location for a new school between Woodland Hills, Rice and Mt. Pleasant.

The land at Murray Hill, Rice and Milford Schools was obtained for sites for the annexes now being constructed.

The land at Quincy and Sterling Schools was purchased to square up the playgrounds and prevent shutting off light by the erection of adjoining buildings.

The land adjoining the Boys' School was purchased to provide additional schoolroom as well as a manual training department for the school.

Very respectfully submitted,

COMMITTEE ON NEW BUILDINGS & GROUNDS.

WILLIAM G. LEOPOLD, Chairman,

ARTHUR C. LUDLOW,

SAMUEL P. ORTH.

January 13, 1908.

Building Operations, 1907

Name	Rooms	Sittings	Auditorium Capacity	Cost per Cubic Ft.	Cost of Building Proper	Building Begun	Building Completed	Period of Construction	Date School Opened	Cost of Site
Outhwaite (Annex) ...	12	540	600	11.9 cents	†68,144.90	May 12, 06	Feb. 1, 1907	8 months 20 days	Mar. 1, 1907	No land
Watterson	10	450	500	13.6 cents	†60,644.21	June 23, 06	May 1, 1907	11 months 8 days	Sept. 9, 1907	$7000.00
Rice (Annex)..........	8	360	500	13.9 cents	*55,000	May 4, 07	Jan. 6, 1908	8 months	Jan. 6, 1908	4400.00
Murray Hill (Annex).	13	675	500	13.9 cents	*75,500	May 4, 07	Jan. 6, 1908	8 months	Jan. 6, 1908	14000.00
Milford (Annex)	12	540	In Main Bldg	14.0 cents	*60,000	Oct. 5, 07	‡June 1908	....	....	8550.00
Harvard (Annex)	8	360	500	13.5 cents	*60,000	Oct. 14, 07	‡June 1908	....	....	No land
Technical High	..	1000	1300	....	§383,408	Aug. 30, 07	‡Oct. 1908	....	....	54200.00

* Estimated Cost. † Actual Cost. ‡ Estimated Date of Completion. § Estimated Cost; Expended to January 1, 1908, $288,408.02

Report of the Committee on Old Buildings

To the Honorable Board of Education:

The care and maintenance of the existing buildings assumes large proportions in a city the size of Cleveland. The definite sums provided each year for new buildings have enabled the Board to keep pace with the growth of the city, but the serious drains on the Contingent Fund, from which all repair bills are paid, due to fixed charges, leaves but a moderate amount to be expended for building repairs. In the absence of any definite sum for repairs, your committee felt the need of cautious expenditure and the repairs in 1907 were those of necessity. In addition this committee is charged with the seating problem, the construction of auditoriums in existing buildings and the sanitary equipment of all buildings.

Seats and Desks

The seating problem is one of the most urgent and affects the health of the children as much as any other one condition of school life. During the past year the Executive Department, through the Superintendent of Buildings, devised several improvements over the desk and seat used in 1906, principally as to greater ease and rapidity of adjustment, capacity of desk box, simplicity of design of the castings, better material and the accuracy with which the chair seat and back conform to the lines of the child's body.

The specifications are prepared in the office of the Superintendent of Buildings and blue prints made of the designs. These are submitted to manufacturers and bids received according to these specifications. Two thousand of these seats and desks were purchased in 1907 and in the opinion of experts who have examined them, they are superior to any desk on the market.

Seats and desks of the new pattern were installed as follows:

Building	Rooms		No. Seats and Desks
Rice	8		432
Murray Hill	13		703
Outhwaite	12		495
Mill	12	(part)	371
Total			2000

The cost of these seats was $7,825.20.

Blackboards

The upkeep of blackboards is a considerable item in school maintenance. During 1907 15,768 square feet of blackboard was repaired and recovered at the following buildings at a cost of $151.75. The work was done by employes of the Board at considerable saving over contract work of previous years.

Building	Square feet
Case-Woodland	975
St. Clair	660
Kinsman	4,414
Alabama	390
Rockwell	384
Huck	80
Orchard	1,640
Stanard	3,110
Mayflower	1343
Walton	222
Sterling	1,000
Buhrer	707
Dike	115
Clark	778

Auditoriums

At Clark School an auditorium with a seating capacity of 500 was constructed during the summer by lifting the roof one story higher. The auditorium was opened in September, 1907.

Plans were ordered prepared and are now ready for the construction of auditoriums at Woodland Hills, Huck and

Buhrer Schools. If funds permit, these assembly rooms will be constructed during 1908.

Painting

The painting of the interiors of school houses, while not an absolute necessity is, nevertheless, a sanitary feature not to be overlooked as well as adding a brightness to the building which reacts favorably on both teachers and pupils. During 1907 the interior walls and woodwork, as well as the exterior woodwork and metal of the three buildings were painted, Central High, Brownell and Sibley.

General Repairs

Two buildings were remodeled or added to during the year, Outhwaite and Gilbert.

At Outhwaite the old building was entirely remodeled. While the timbers and joists in this building were sound, continued use of years had weakened the floor, the stairways were too narrow and the basement filled with useless wooden partitions. By the use of steel rods, turnbuckles and trussed beams the floors were raised several inches, the building throughout thoroughly strengthened, metal ceilings placed on all rooms on the first and second floors and a new plumbing and heating system installed. The building is in condition equal to any new building and makes a fitting counterpart to the new twelve room annex.

At Gilbert School three new permanent school rooms were constructed on the third floor, giving the building a capacity of sixteen rooms.

At Central High School the drawing rooms were arranged, new dormer windows being constructed and metal ceilings on drawing room No. 25. Metal ceilings were placed on all the school rooms and ceilings on the first floor at Scranton School.

At Huck School the old retaining wall on Huck Street was torn down and rebuilt on account of the change of the grade of the street. This was also done at Woodland Hills School.

New sidewalks were laid at Sibley, Miles Park and Sterling Schools.

In the manual training departments at Charter Oak, Quincy, Sterling, Wade Park, Orchard and Meyer improved gas connections were made in the cooking schools.

At School Headquarters the zinc and wooden addition to the book department was built to be used as a storeroom for text books.

Sanitary Conditions

In several of the buildings the sanitary apparatus has been remodeled during the year and precautions taken to assure absolute cleanliness in the closets and urinals of the buildings.

The repairs of the year to sanitary apparatus included a new range of closets for boys and girls at Scranton, an extra range of urinals at Case-Woodland, and a new range of closets for the girls at Hough, besides many minor repairs at various buildings.

In the same line of work especial care has been given to the ventilating apparatus in all the school buildings and particularly to all repair work of this nature. A ventilating engineer was employed early in 1907 to consult and advise the building department in such matters. It is believed that results have justified the rearrangement of work of this nature.

Your Committee believes the school buildings to be, in general, in good condition, but recommends, however, that funds be laid aside to care adequately for the replacing of wornout school desks and seats and for the new auditoriums mentioned in this report.

Very respectfully submitted,

COMMITTEE ON OLD BUILDINGS & GROUNDS.

WALTER D. SAYLE, Chairman.
WILLIAM G. LEOPOLD,
SARAH E. HYRE.

Report of the Committee on Athletics and Sanitation

The Committee on Athletics and Sanitation make the following report. The activities of the year may be grouped under four heads.

First, the question of equipping the present school yards where there is space available, for neighborhood playgrounds. Early in the year the Superintendent of Instruction through the Supervisor of Physical Training was asked to make a report upon the available spaces now existing in the school yards that could be properly turned into neighborhood playgrounds. Mr. Ehler made a very exhaustive report which is contained in the minutes of the meeting of the Board of Education for April 22, 1907. The entire cost of equipping these school yards would be approximately $60,000.

Second, the question of securing two large athletic fields for the city, one on the west side and one on the east side has been taken up. The committee secured options on several parcels of property, but not at a price that would commend itself to prudent business judgment. Negotiations are now pending concerning the purchase of these athletic fields. Their cost and equipment will be approximately $130,000.

Thirdly, the Board has counseled with the members of the city council who had at their disposal the residue of the old city sinking fund. In co-operation with Councilman Hirstius there was purchased 10,000 square feet addition to Sterling School yard, 15,000 square feet addition to Waring School yard, and 40,000 square feet addition to Marion School yard. It was the intention of both parties that these playgrounds should be under the control of the Board of Education, but in the opinion of the City Solicitor the Board of Public Service was considered the proper authority for administering these playgrounds, particularly the Marion playground. Consonant with this opinion the Board of Education has relinquished its control over the Marion playground.

In the fourth place the committee, through the services of the Superintendent of Schools and the Director of Physical Training has revised the rules governing athletics in the high schools, and a new departure was made in the providing of coaches for the various high schools. From reports received from most of the high school principals the innovation has been entirely satisfactory, doing away with professionalism to a large degree and yet providing that academic enthusiasm, which is so desirable an element in the lives of the young people who attend our schools. It is to be hoped that a greater degree of harmony and real co-operation will be secured between the principals of the high schools than has heretofore been maintained. Over-emphasis on football and baseball has not worked for the best interests of our pupils in the high schools and the committee believes that the new rules have been a help in putting these games into their proper perspective.

In general the committee desires to say that as there is doubt whether or not the Board has legal authority to buy playgrounds, they would recommend that an opinion be secured on that question through our legal advisor, and further that it would be to the best interest of our pupils to secure more out-of-door exercise, less special training for team work and less calisthenics, if such a result could be brought about with our present facilities. Natural outdoor games tend far more to make a healthy body than artificial methods employed in gymnasia and calisthenic exercises. The Committee further believes that if the Board has legal authority to buy and equip playgrounds, that the financial expenditures involved should be met by bond issue, such bond issue to be voted on by the people at the next general election, the expenditure of money for this purpose being extraordinary and not having the general sanction of our school laws, the people should have an opportunity to express themselves directly upon this question. There is no doubt that extensive playgrounds should exist, and that many of them should be purchased and equipped, but if the city and the Board of Education are to be conflicting authorities administering these playgrounds, then it would be better to devise some policy by which one of these administrative bodies would have charge of all the playgrounds.

Very respectfully submitted,

COMMITTEE ON ATHLETICS & SANITATION.

SAMUEL P. ORTH, Chairman.

JOHN C. CANFIELD,

ARTHUR C. LUDLOW.

Report of the Committee on Lectures and Social Center Development

TO THE HONORABLE BOARD OF EDUCATION:

The present social center movement in connection with the Cleveland public school work had its beginning in February, 1905, when the Western Reserve Chapter of the Daughters of the American Revolution gave, in conjunction with the Board of Education, as a test, ten illustrated patriotic lectures entitled "The Story of America."

This effort met with such response from the districts in which the lectures were given, that in 1906 the Board set aside a small sum of money to secure other lectures and extend the work into other districts than those where the Daughters of the American Revolution were doing patriotic work. On January 1, 1907, the Board of Education decided to make the social center work a permanent department and created a committee on Lectures and Social Center development which immediately took charge of the work of public lectures and neighborhood use of schools.

The first work of the committee was to outline a course of free public lectures for 1907 for such schools as had auditoriums or lower halls that could be seated as auditoriums. Through the cooperation of the Daughters of the American Revolution a series of patriotic lectures was arranged, the Daughters of the American Revolution to bear the expense of the lecturer and the Board to pay the expenses of the lantern operator, custodian and light.

In instituting the work of free public lectures the committee has had two objects in view: first, to make the school building a center of helpfulness and to furnish opportunities whereby the great body of school patrons may keep in touch with the educational spirit of the times. Second, that the community may thereby be brought into the school building, and in contact with the teacher and her work, and through renewed interest bring about the cooperation of the home and the school.

Working along these lines the following course of lectures was planned and carried to successful completion in 1906-07.

SCHOOL	LECTURE	LECTURER	DATE
Case-Woodland	The Story of America,	J. A. Alburn,	February 5.
Kinsman	The Story of America,	J. A. Alburn,	February 6.
Tod	The Story of America,	J. A. Alburn,	February 8.
Mound	The Story of America,	J. A. Alburn,	February 12.
Sackett	The Story of America,	J. A. Alburn,	February 18.
Lincoln High	How an Astronomer Determines Time,	Dr. Charles S. Howe,	February 14.
Lawn	The Story of America,	J. A. Alburn,	February 19.
Boys'	The Story of America,	J. A. Alburn,	February 20.
Tremont and Buhrer at Lincoln High	The Story of America,	J. A. Alburn,	February 20.
Rosedale	The Story of America,	J. A. Alburn,	February 21.
South High	A Vacation Tour Through Europe,	Prof. S. Weimer,	Feb. 26.
Sowinski	The Story of America,	J. A. Alburn,	March 5.
Giddings	William McKinley,	Mrs. Jane Elliott Snow,	March 5.
East High	Pictures from the History of Paris,	Henry E. Bourne,	March 6.
Lincoln High	The Land of the White Elephant,	Dr. Dan F. Bradley,	March 7.
Hodge	In and Around Boston,	Mr. Merriman,	March 13.
Barkwill	Travel,	Prof. Chas. P. Lynch,	March 14.
Detroit	Scenes and Characters from Dickens,	Charles Orr,	April 26.
Denison	Scotland and the Scotch,	Dr. A. B. Meldrum,	March 19.
Brownell	Greenland,	Samuel P. Orth,	March 20.
Central High	How an Astronomer Determines Time,	Prof. H. E. Bourne,	March 22.
Bolton	Benjamin Franklin,	Mrs. Jane Elliott Snow,	April 2.
Glenville High	A Vacation Tour Through Europe,	Prof. S. Weimer,	Apr. 3.
Marion	The Land of the White Elephant,	Dr. Dan F. Bradley,	Apr. 5.
Harmon	In and Around Boston,	Mr. Merriman,	April 5.
Sibley	Travel,	C. P. Lynch,	April 9.
Parkwood	Greenland,	S. P. Orth,	April 10.
Kentucky	Scotland and the Scotch,	Dr. A. B. Meldrum,	April 11.
Gilbert	Perfect Working Health,	G. W. Ehler,	April 12.
Mill	Explosives,	O. F. Tower,	April 15.
Orchard	Athens,	Charles Wason,	April 16.
Outhwaite	Porto Rico,	F. H. Haserot,	April 17.
Halle	Chemistry in the Kitchen,	J. Cora Bennett,	April 18.
Milford	The Land of the White Elephant,	Dr. Dan F. Bradley,	April 19.
Wade Park	Athens,	Charles Wason,	April 23.
Waring	Iron Ore,	W. M. Gregory,	April 30.
Willson	Perfect Working Health,	George W. Ehler,	May 8.

In addition a series of 40 lectures on gardening for the school and home was given by Louise Klein Miller, the Curator of School Gardens. These lectures were given at the various school buildings in the afternoons to audiences composed mainly of the pupils of the schools and the mothers of the districts.

The attendance at all the lectures was particularly gratifying, taking into account the pioneer nature of the work.

The foreword of the announcement book for the season of 1907 and 1908 indicates that in the main the work is based upon an idea of the more complete utilization of the public school auditoriums and also the desirability of making the school house a center of helpfulness and a center for persons in the district who are no longer of the school age.

During the season of 1906-07 the lectures were mainly on topics of history, travel, astronomy, physics and economics, as well as a series under the auspices of the Daughters of the American Revolution on American history, with stereopticon. These were cordially received and well attended. It is the opinion of your committe after a thorough study of the conditions existing in our schools today, and after conferences with the principals of the different schools, that some of the lectures of the past two years have been of too serious a nature for the majority of the attendance. During the latter part of last year The Fortnightly Musical Club gave three concerts which met with unqualified success at the schools at which they were given. For the coming season, therefore, we have planned a series of entertainments and concerts which will contain the more successful features of the past two years' work.

In order that the Committee might know just what the needs of each district are, a letter was sent out in May last, asking the principals of each building to express themselves fully and freely upon the matter. They did so, and favored the work unanimously. Wherever there are auditoriums or halls adequate, they have asked that their district be given something that is not only instructive and uplifting, but also recreative and entertaining.

The Committee is endeavoring to arouse in the community a cooperative interest in this work. Cleveland has many able and talented people, both in literary and musical circles and they are demonstrating their generosity by contributing their services to this splendid cause. The Fortnightly Musical Club, the Rubenstein Musical Club, The Daughters of the American Revolution, The Tucker School of Expression, as well as a number of individuals and smaller clubs signified their willingness to contribute from two to twenty evenings. The Committee feels that they are very fortunate in being able to report the cooperation of these organizations and further to be able to present to the patrons of the Cleveland Public Schools the best in music, literature and art.

It is the purpose of this Committee to begin these entertainments in November, and to distribute them throughout the school year. Patrons of the different districts will preside upon these occasions, thereby emphasizing the cooperation of the home and school.

Respectfully submitted,

COMMITTEE ON LECTURES AND SOCIAL CENTER DEVELOPMENT.

SARAH E. HYRE, Chairman.
JOHN C. CANFIELD
WILLIAM G. LEOPOLD

Cleveland, January 6, 1908.

Report of the Truant Officer

Mr. Charles Orr, Director of Schools.

Dear Sir:—In compliance with your request for a fuller and more comprehensive report of the work and findings of the Truancy Department, it is my privilege and pleasure to present to you the following statistical summary of the activities of this Department of the schools of Cleveland for the school year ending August 31st, 1907.

To fully tabulate the work of a conscientious truant officer is an utter impossibility. Only the bare outlines can be shown which gives no adequate idea, to the unacquainted public, of the versatility of the problems confronting the active officer as he goes hither and thither in the prosecution of his duty. The variety in the work makes it ever interesting; the successes temper the failures so that inspiration and encouragement is found in the calling which appears to many, from superficial knowledge, to be monotonous drudgery. The opportunities are many to counsel, assist, warn and encourage and the officer who can find only his monetary compensation in this field is unfit and unworthy of a place, filled at every turn as it is, with opportunities for the betterment of the boys and girls of Cleveland.

To many, this Department and its work appears of little consequence and less utility; that any person ought to be qualified to lead an obstreperous boy or a pouting girl back to regular attendance at school. Any person may, by force, but the permanency of such return is indeed doubtful. It requires more than the spasmodic forcing of the delinquent into the presence of his or her instructor to make the attendance continuous, and it is not always ocular or apparent, what that something more is. The companionship, environment and improvidence of some homes are factors in the work which must be reckoned with. Poverty, cruelty and unnatural parentage are well defined hinderances to be met and overcome before the officer can hope for satisfactory results.

Briefly, I have outlined the duties of an efficient officer and the problems that confront and hinder, together with the opportunities for helpful service, which are ever open to the active and sincere officer in his daily duties, thus emphasizing the importance, variability and character of the work. The work of the year, for the most part, was satisfactory. The Department is gaining yearly in prestige and power. Indifference and contempt on the part of parents and guardians, have given way to courtesy and respect. The deterrent value of the Department is equal, perhaps greater, than its active results.

The following statistical summary gives, in abstract form, an outline of the work of the Department. It is difficult, in some instances, to draw the line between non-attendance and truancy. The non-attendance of today may develop into the truancy of tomorrow and vice versa.

Delinquent Roll

	Non-attendant	Truant	Total
Cases reported	2,574	2,496	5,070
Male	1,347	2,069	3,416
Female	1,227	427	1,654
Father living	2,290	1,958	4,248
Mother living	2,371	2,112	4,483
Step-father	69	99	168
Step-mother	19	30	49
Orphans	12	15	27
Father intemperate	58	165	223
Mother intemperate	27	81	108
Illness of pupil	653	45	698
Lack of shoes, etc.	116	15	131
Contageous disease	39	2	41
Neglect of parents	111	164	275
Mother obliged to work	140	192	332
Questionable home	44	73	117
Incorrigible	0	205	205
Out late at night	0	229	229
Mentally and physically disqualified	24	1	25

Sixteen years of age	162	40	202
Transferred to another school	447	445	892
Cannot locate	29	3	32
Com. to Orphan Asylum	20	9	29
" to Lancaster	0	25	25
" to Hudson	0	26	26
" to Delaware	0	7	7
" to Good Shepherds	0	12	12
Regular in attendance	113	19	132
Granted A. & S. certificates	459	247	706
Left the city	328	129	457
Personal leters to parents	0	1,100	1,100
Interview of parents at office	0	1,065	1,065
Legal notices to parents	888	1,418	2,306
Visits to homes	7,024	7,028	14,052
Cases dismissed	1,586	959	2,545
Returned to school	988	1,537	2,525
Average per cent. of attendance	88	86	

In addition, seven hundred and five children were intercepted, loitering on the down town streets or in attendance at the afternoon matinee at one or other of the theaters. These children were immediately returned to their respective schools and required to explain their absence from school to the principal of the building.

Five thousand and sixty-eight Age and Schooling Certificates were granted to children under sixteen years of age. This aggregate includes those granted to children on the delinquent roll who secured permits when they became of proper age. The usual efforts on the part of avaricious parents to secure permits for their children by fraud, were in evidence. This evil is so marked and flagrant, that some check or punishment, other than detection should be administered to the offenders. The law on this point is silent.

The following is a tabulated statement of the number of Age and Schooling Certificates granted together with the school grade of the applicant:

86	Second grade	1,362	Sixth grade
168	Third grade	1,032	Seventh grade
672	Fourth grade	807	Eighth grade
996	Fifth grade	Total—5,068	

An unusual number of duplicate Age and Schooling

Certificates were granted to replace those alleged to be lost or destroyed by the children. The number so granted was large enough to cast suspicion upon the merit of many applications for duplicates. To discourage this growing habit, if not an evil, some method must be devised to ascertain the genuineness of the application.

Eleven hundred personal letters were written to parents requesting their presence at the central office to explain the absence of their children from school and to arrange for their return and regular attendance in the future This plan of interviewing parents, securing regular attendance at school and the adjustment of petty troubles among school children, has been productive of good results. This method of securing proper attendance is used in each case, before resorting to the court and in a large majority of the cases so called, the difficulties were adjusted and the incident closed.

Each Saturday morning an officers' meeting is held at the central office and the work of the week discussed and reports of the troublesome cases entered upon the minutes. An exchange of experiences and a comparison of methods have resulted beneficially to the work. The successful methods of the past experiences are kept in operation and the force is susceptible to suggestions and new methods which will best conserve the interest of the work.

The Juvenile Court was very helpful in the work and is deserving of special notice. The Judge gave difficult cases his special attention and rendered common sense decisions in every instance. The Chief Probation Officer was untiring in his efforts to secure the regular attendance at school, of delinquent children. The hearty sympathy and support of the Court ably seconded the efforts of the truant officers and made our work successful.

Representing the officers, I desire to thank you and your secretary, together with the officers and teachers of the Educational Department for the timely assistance rendered and the many courtesies and kindnesses extended to us all.

Respectfully submitted,

ALEX McBANE,

Truant Officer.

August 31, 1907.

Report of the Board of Commissioners of the Sinking Fund of the City School District of the City of Cleveland.

September 3, 1907.

To the Board of Education:

In accordance with law, the annual report of the Board of Commissioners of the Sinking Fund of the City School District of the City of Cleveland is herewith submitted.

The attached statement shows that the earnings of the year and two weeks up to this date, amount to $14,903.84. The total earnings since the formation of this commission in 1893 amount to $162,083.47 and the total operating expenses for the same period to $2,722.30.

During the same period bonds of the Board of Education of Cleveland and of villages annexed for school purposes have been paid to the amount of nearly $900,000. All bonds coming due in that period have been retired upon maturity.

In the report of this commission to your Honorable body a year ago attention was called to an item of $2,300 of earnings upon funds of this commission, which has been diverted by the Board of Education to its own funds. Instead of $2,300 as therein stated, the amount should have been $4,142.42. During the past year no effort has been made to liquidate this claim and a communication was addressed to your honorable body covering the details of this claim August 31, 1907.

The investments of the commission now consist of the following:

Geneva Village, Ohio. Amount $10,000. Denom., $500. Dated March 1, 1905. Issued for Water Works. Maturing as follows: Payable $1,000 semi-annually March 1, 1915, to September 1, 1919, both inclusive. Interest at 5 per cent., payable March and September 1st. Payable at First National Bank, New York. No. 1 to 20 inclusive.

Pickaway County, Ohio. Amount $2,000. Due Sept. 1, 1907.

Cleveland Heights Village, Ohio. Amount $25,000. Denom., $1,000. Dated June 13, 1905. Issued for Water Works. Maturing as follows: 5 Oct. 1, 1919, 5 Oct. 1, 1920; 5 Oct. 1, 1921; 5 Oct. 1, 1922; 5 Oct. 1, 1923. (First Coupon—$13.38). Interest 4½ per cent. Payable April and October 1st. Payable at Reserve Trust Company, Cleveland, O. No. 26 to 50 inclusive.

Elyria City, Ohio. Amount $12,000. Denom., $500. Dated March 1, 1905. Issued for Town Hall improvement. Maturing as follows: 4 March 1, 1915; 4 March 1, 1916; 4 March 1, 1917; 4 March 1, 1918; 4 March 1, 1919; 4 March 1, 1920. Interest at 5 per cent. Payable March and September 1st. Payable at U. S. Mortgage and Trust Company, New York. No. 1 to 24 inclusive.

Glenville, City, Ohio. Amount $48,000. Denom., $1,000. Dated May 1, 1904. Issued for St. Clair Paving. Maturing as follows: Payable $6,000 annually, Sept. 1, 1907 to Sept. 1, 1914, both inclusive. Interest at 5 per cent. Payable annually May 1st. Last coupon payable Sept. 1, 19.., etc. —$16.67. Payable at office of Sinking Fund Trustees, Glenville. No. 13 to 60 inclusive.

New York Central and Hudson River R. R. Co. Amount $50,000. Denom., $1,000. Dated Feb. 4, 1898. Issued for Lake Shore Collateral. Maturing as follows: Payable $50,000 February 1, 1998. Interest 3½ per cent.

Payable February and August 1st. Payable at Fiscal Agency, New York. No. 372 to 421 inclusive.

South Brooklyn Village, Ohio. (School District). Amount $21,000. Denom., $1,000. Dated May 9, 1905. Issued for school building. Maturing as follows: Payable $1,000 annually, October 1, 1908 to October 1, 1928, both inclusive. (First Coupon—$17.88). Interest 4½ per cent. Payable April and October 1st. Payable at Home Savings and Banking Co., S. Brooklyn, Ohio, No. 1 to 21 both inclusive.

Cleveland Heights Village, Ohio. Amount $25,000. Denom., $1,000. Dated April 11, 1905. Issued for Water Works. Maturing as follows: Payable as follows: $5,000 annually, October 1, 1914, to October 1, 1918, both inclusive. First Coupon $21.25. Interest at 4½ per cent. Payable April and October 1st. Payable at Reserve Trust Co., Cleveland, Ohio. No. 1 to 25, both inclusive.

Cleveland City School District, Ohio. Amount $100,000. Denom., $1,000. Dated May 21, 1906. Issued for Manual Training High School. Maturing as follows: May 21st, 1926. Interest at 4 per cent. Payable May and November 21st. Payable at American Exchange National Bank, N. Y. No. 2941-2990, 3241-3290.

The cash balance of $111,318.01 is on deposit as follows:

Society for Savings	$21,374.68
Guardian Savings & Trust Company	7,683.68
Cleveland Trust Company	2,259.65
Superior Savings & Trust Company	10,000.00
First National Bank	70,000.00
	$111,318.01

Respectfully,

MYRON T. HERRICK, President.

E. W. DOTY, Clerk.

Table of Receipts and Expenditures

August 31, 1907.

Receipts

Sept. 1, 1906—			
Cash on hand			$ 16,467.43
Payment of bonds Pickaway County....	$2,000.00		
March 2, 1907—Same	2,000.00		
Total retirement of investment.........		$ 4,000.00	
August 31, 1907—From taxes		194,194.74	

Earnings

Aug. 31, 1907—Interest on investments	12,745.00		
Aug. 31, 1907—Interest on deposits....	2,158.84		
Total earnings		14,903.84	
Total receipts			$213,098.58
Total to be accounted for............			$229,566.01

Disbursements

Payment of the following bonds of the Cleveland Board of Education:			
August 31, 1907.			
Brooklyn Village	$2,000.00		
Glenville	6,450.00		
South Brooklyn Village	1,000.00		
Total bonds paid		$ 9,450.00	
August 31, 1907.			
Interest on bonds of Cleveland Board of Education		103,338.92	

Expenses

December 11, 1906.			
Salary of Clerk	100.00		
November 14, 1906.			
Surety bonds of members and Secretary	240.00		
June 29, 1907.			
Salary of Clerk	100.00		
August 31, 1907.			
Exchange	19.08		
Total Expenses		459.08	
Total Disbursements			$113,248.00
Cash on hand Aug. 31, 1907.......			111,318.01
Total accounted for			$229,566.01

January 20, 1908.

CLERK'S REPORT

For the Fiscal Year Ending

August 31, 1907

September 1, 1907.

To the Honorable Board of Education

I present herewith a statement of the Receipts and Disbursements of the Board of Education for the fiscal year ending August 31, 1907.

Very truly yours,

GEORGE E. MYERS, Clerk.

GEORGE E. MYERS	Clerk
HARRY P. COLE	Deputy

The Funds

TABLE NO. 1

Tuition Fund—Itemized Analysis

(For classified analysis see Table No. 2)

Cash on hand September 1, 1906		$ 818,697 77
RECEIPTS.		
From state funds	$ 213,295 25	
From Western Reserve funds	7,127 56	
From local taxes	1,462,172 29	
From Foreign tuition	3,199 65	
From refund and miscellaneous	167 89	
Total receipts		$1,685,962 64
Total to be accounted for		$2,504,660 41
DISBURSEMENTS.		
For supervision—supervisors' salaries	$ 49,893 53	
For instruction—teachers' salaries	1,540,973 50	
Total disbursements		1,590,867 03
Cash on hand September 1, 1907		913,793 38

The Funds

TABLE NO. 2

Tuition Fund—Classified Analysis

(For itemized analysis see Table No. 1)

Cash on hand September 1, 1906..................			$ 818,697 77
RECEIPTS.			
From taxes ....…	$1,675,467 54		
From Western Reserve fund..........	7,127 56		
From earnings	3,199 65		
Total ordinary receipts		$1,685,794 75	
From refund and miscellaneous........	167 89		
Total extraordinary receipts...		167 89	
Total receipts			1,685,962 64
Total to be accounted for......			2,504,660 41
DISBURSEMENTS.			
For tuition	$1,590,867 03		
Total operating expenses......		1,590,867 03	
Total disbursements			1,590,867 03
Cash on hand September 1, 1907.......			913,793 38

The Funds

TABLE NO. 3

Contingent Fund—Itemized Analysis

(For classified analysis see Table No. 4)

Cash on hand September 1, 1906		$ 140,704 00
RECEIPTS.		
From local taxes	$ 456,928 85	
From interest on deposits	33,197 78	
From teachers' examination fees	465 50	
From sale of text books	97,908 59	
From sale of scrap iron, old furniture, etc.	2,978 97	
From manual training fees	4,086 98	
Total receipts		$ 595,566 67
Total to be accounted for		736,270 67
DISBURSEMENTS.		
For salaries of officers, employes and custodians	215,416 70	
For fuel	57,717 48	
For light and power	15,084 81	
For repairs, including stock on hand	85,407 78	
For stationery and supplies, including stock on hand.	60,195 22	
For rent	10,326 88	
For furniture and fixtures	18,133 48	
For text books	106,651 02	
For insurance	2,474 56	
For miscellaneous	23,675 31	
For improvement of existing buildings	20,303 79	
Total disbursements		615,387 03
Cash on hand September 1, 1907		120,883 64

The Funds

TABLE No. 4

Contingent Fund—Classified Analysis

(For itemized analysis see Table No. 3)

Cash on hand September 1, 1906......			$ 140,704 00
RECEIPTS.			
From taxes ....$	456,928 85		
From earnings	36,642 25		
Total ordinary receipts		$ 493,571 10	
From sale of text books	97,908 59		
From sale of scrap iron, old furn., etc..	4,086 98		
Total extraordinary receipts ...		101,995 57	
Total receipts			595,566 67
Total to be accounted for......			736,270 67
DISBURSEMENTS.			
For maintenance	457,165 30		
For fixed charges.....................	12,801 44		
Total operating expenses		469,966 74	
For furniture and fixtures		18,133 48	
Total ordinary disbursements...		488,100 22	
For supplementary reading books.......	332 00		
For improvement of existing buildings..	20,303 79		
For text books	106,651 02		
Total extraordinary disb'rsem'ts		127,286 81	
Total disbursements			615,387 03
Cash on hand September 1, 1907.......			120,883 64

The Funds

TABLE NO. 5

Building Fund—Itemized Analysis

(For classified analysis see Table No. 6)

Cash on hand September 1, 1906		$ 426,799 57
RECEIPTS.		
From local taxes	$ 342,696 63	
From miscellaneous	3,624 34	
Total receipts		346,320 97
Total to be accounted for		773,120 54
DISBURSEMENTS.		
For sites	64,823 92	
For buildings	224,991 05	
For Manual Training High School	15,449 65	
For new furniture and fixtures	13,258 89	
Total disbursements		318,523 51
Cash on hand September 1, 1907		454,597 03

The Funds

TABLE NO. 6

Building Fund—Classified Analysis

(For itemized analysis see Table No. 5)

Cash on hand September 1, 1906.......			$ 426,799 57
RECEIPTS.			
From taxes ....$	342,696 63		
Total ordinary receipts		$ 342,696 63	
From miscellaneous	3,624 34		
Total extraordinary receipts...		3,624 34	
Total receipts			346,320 97
Total to be accounted for......			773,120 54
DISBURSEMENTS.			
For permanent improvements		318,523 51	
Total disbursements			318,523 51
Cash on hand September 1, 1907.......			454,597 03

The Funds

TABLE NO. 7

*Bonds, Interest and Sinking Fund—Itemized Analysis

(For classified analysis see Table No. 8)

Cash on hand September 1, 1906		$ 46,604 55
RECEIPTS.		
From local taxes	$ 194,194 74	
From sinking fund commission	2,300 00	
From miscellaneous	1,313 26	
Total receipts		197,808 00
Total to be accounted for		244,412 55
DISBURSEMENTS.		
For sinking fund commission	80,000 00	
For bonds	9,450 00	
For interest	104,840 00	
For incidental expenses	19 08	
Total disbursements		194,309 08
Cash on hand September 1, 1907		50,103 47

*For sinking fund transactions see Table No. 9

The Funds

TABLE NO. 8

*Bonds, Interest and Sinking Fund—Classified Analysis

(For itemized analysis see Table No. 7)

Cash on hand September 1, 1906.......			$ 46,604 55
RECEIPTS.			
From taxes	$ 194,194 74		
Total ordinary receipts		$ 194,194 74	
From sinking fund commission ....*	2,300 00		
From interest on deposits	1,313 26		
Total extraordinary receipts ..		3,613 26	
Total receipts			197,808 00
Total to be accounted for......			244,412 55
DISBURSEMENTS.			
For fixed charges	104,840 00		
Total ordinary expenses		104,840 00	
For bonds redeemed	9,450 00		
For sinking fund commission..........	80,000 00		
For incidental expenses	19 08		
Total extraordinary expenses .		89,469 08	
Total disbursements			194,309 08
Cash on hand September 1, 1907			50,103 47

*For sinking fund transactions see Table No. 10.

The Funds

TABLE NO. 9

The Sinking Fund—Itemized Analysis

(For classified analysis see Table No. 10)

Cash on hand September 1, 1906	$ 16,467 43	
Bonds on hand September 1, 1906	297,000 00	
Total assets on hand September 1, 1906		$ 313 467 43
RECEIPTS.		
From interest on investments	12,745 00	
From interest on deposits	845 58	
From Board of Education (bonds and interest fund)	80,000 00	
Total receipts		93,590 58
Total to be accounted for		407,058 01
DISBURSEMENTS.		
Payment of bonds (to Bd. of Ed.)	2,300 00	
Premium on bonds	240 00	
Salary of clerk	200 00	
Total disbursements		2,740 00
Cash on hand September 1, 1907		111,318 01
Bonds on hand September 1, 1907		293,000 00
Total assets on hand September 1, 1907		404,318 01

TABLE NO. 14—Continued

Scranton	1470 89		1362 06	60 00	6 85	41 98		
South Case	110 84			60 00	1 60	49 24		
Sowinski	1580 96		1485 80	60 00	3 25	53 41	28 50	
Stanard	1559 14		1445 78	60 00		58 36		
St. Clair	1528 28		1418 44	60 00	7 30	37 49		
Sterling	1558 49		1440 79	60 00	6 85	39 01	11 75	
Tod	1018 05		897 59	60 00	12 25	43 21		
Union	1586 94		1471 04	60 00	2 85	35 35	17 70	
Wade	60 00			60 00				
Waring	1498 51		1402 97	60 00		35 54		
Warren	1605 06		1489 96	60 00		51 85	3 25	
Woodland	1490 88		1360 52	60 00		26 40	43 96	
Woodland Hills	1561 14		1449 99	60 00	21 87	29 28		
Instruction Department	1454 40	$1899 92				42 08		$12 40
Total	$61501 84	$1899 92	$54040 61	$2370 00	$322 09	$2279 08	$1077 79	$12 40

TABLE NO. 15

Classification of Expenditures—Deaf

NAME	TOTAL	TUITION FUND	CONTINGENT FUND								
		Teachers' Salaries	Officers & Emp.	Fuel	Light & Power	Repairs	Stationery	Supplies	Rent	Furn. & Fix.	Miscel.
Deaf..........	$10083 60	$ 7096 58	$560 00	$116 66	$35 51	$541 54	$18 03	$109 16	$1845.00	$86 17	$1 80
Total........	$10083 60	$ 7096 58	$560 00	$116 66	$35 51	$541 54	$18 03	$109 16	$1845.00	$86 17	$1 80

The Funds

TABLE NO. 10

The Sinking Fund—Classified Analysis

(For itemized analysis see Table No. 9)

Cash on hand September 1, 1906......		$ 16,467 48	
Bonds on hand September 1, 1906......		297,000 00	
Total assets on hand September, 1, 1906			$ 313,467 48
RECEIPTS.			
From earnings	$ 13,590 58		
Total ordinary receipts		13,590 58	
From Board of Education (bonds and interest fund)	80,000 00		
Total extraordinary receipts ..		80,000 00	
Total receipts			93,590 58
Total to be accounted for			407,058 01
DISBURSEMENTS.			
For fixed charges	440 00		
Total ordinary disbursements..		440 00	
For payment of bonds	2,300 00		
Total extraordinary disb'rsem'ts		2,300 00	
Total disbursements			2,740 00
Cash on hand September 1, 1907......		111,318 01	
Bonds on hand September 1, 1907......		293,000 00	
Total assets on hand Sept. 1, 1907			404,318 01

TABLE NO. 14

Classification of Expenditures—Kindergarten

NAME	TOTAL	TUITION FUND		CONTINGENT FUND				
		Supervision	Teachers' Salaries	Officers & Emp.	Repairs	Supplies	Furn. & Fix.	Misc.
Normal Training	$ 105 56			$ 60 00		$ 45 56		
Alabama	1467 43		$1349 70	60 00	$ 4 47	31 26	$ 22 00	
Bolton	1548 28		1459 72	60 00		28 56		
Broadway	1502 82		1371 00	60 00	18 55	53 27		
Brownell	1493 16		1364 07	60 00		69 09		
Clark	1439 56		1302 61	60 00	1 90	30 45	44 60	
Denison	1504 70		1352 59	60 00	8 90	78 81	4 40	
Detroit	1552 05		1443 66	60 00		38 73	9 66	
East Madison	1606 32		1481 56	60 00	7 75	57 01		
Fairmount	1041 90		935 52	60 00		46 38		
Fowler	1091 06		1003 94	60 00	1 60	25 52		
Giddings	1559 48		1449 99	60 00	4 70	39 19	5 60	
Gordon	1427 48		1308 39	60 00	3 35	40 99	14 75	
Halle	1661 50		1255 18	57 50	3 35	135 22	210 25	
Harmon	1593 92		1464 98	60 00	30 43	38 51		
Hicks	1494 52		1331 18	60 00	2 95	34 64	65 75	
Hough	1668 85		1454 20		97 25	49 81	67 59	
Kentucky	1517 86		1368 95	60 00	32 30	56 61		
Kinsman	1553 18		1449 99	60 00	1 67	40 64	88	
Landon	1505 08		1417 11	60 00		27 97		
Lawn	1539 40		1420 01	60 00	4 25	55 14		
Lincoln	1579 49		1463 15	60 00		52 14	4 20	
Marion	35 00			35 00				
Miles Park	1299 19		985 64		17 45	145 10	151 00	
Milford	1326 10		1277 63		2 28	46 19		
Mill	1284 75		1241 12			43 63		
Mound	1591 78		1482 09	60 00	2 22	42 82	4 65	
Murray Hill	1591 07		1465 77	60 00	1 35	63 95		
Outhwaite	1737 35		1375 24		5 50	139 51	217 10	
Ray	65 01			60 00		5 01		
Rosedale	1675 89		1357 85	57 50	7 05	139 54	113 95	
Sackett	1368 66		1232 83	60 00		39 58	36 25	

TABLE NO. 14—Continued

Scranton	1470 89		1362 06	60 00	6 85	41 96		
South Case	110 84			60 00	1 60	49 24		
Sowinski	1580 96		1485 80	60 00	8 25	53 41	23 50	
Stanard	1559 14		1445 78	60 00		53 86		
St. Clair	1528 23		1418 44	60 00	7 80	37 49		
Sterling	1558 49		1440 79	60 00	6 85	39 01	11 75	
Tod	1018 05		897 59	60 00	12 25	43 21		
Union	1586 94		1471 04	60 00	2 85	35 35	17 70	
Wade	60 00			60 00				
Waring	1498 51		1402 97	60 00		35 54		
Warren	1605 06		1489 96	60 00		51 35	8 25	
Woodland	1490 88		1360 52	60 00		26 40	43 96	
Woodland Hills	1561 14		1449 99	60 00	21 87	29 28		
Instruction Department	1454 40	$1899 92				42 08		$12 40
Total	$61501 84	$1899 92	$54040 61	$2370 00	$822 09	$2279 08	$1077 79	$12 40

TABLE NO. 15

Classification of Expenditures—Deaf

NAME	TOTAL	TUITION FUND	CONTINGENT FUND								
		Teachers' Salaries	Officers & Emp.	Fuel	Light & Power	Repairs	Stationery	Supplies	Rent	Furn. & Fix.	Miscel.
Deaf..........	$10033 60	$ 7096 53	$560 00	$116 66	$35 51	$541 54	$13 08	$109 16	$1345.00	$86 17	$1 80
Total........	$10033 60	$ 7096 53	$560 00	$116 66	$35 51	$541 54	$13 08	$109 16	$1345.00	$86 17	$1 80

Receipts in Detail

TABLE NO. 20

Fees

Under authority of Sec. 4013, R. S., as amended April 25, 1904, a "tuition fee" is charged pupils attending Public Schools who live outside of the school district.

Under authority of Sec. 4081, R. S., applicants for positions as teachers in the public schools are charged a fee for examination for qualification as such.

Pupils at the Manual Training Schools are charged a fee of $2.50 per annum to pay for apparatus, materials, etc., furnished them.

Tuition fees collected from pupils living outside the school district....	$3,199 65
Material fees collected from pupils of Manual Training Schools......	3,978 97
Examination fees collected from applicants for appointment as teachers	465 50
Total fees	$7,644 12

General Analysis

TABLE NO. 17

Classified Analysis of Receipts and Disbursements

Cash on hand September 1, 1906—in treasury			$1,432,805 89	
Assets on hand September 1, 1906—in sinking fund			313,467 43	
Total cash				$1,746,273 32
RECEIPTS.				
From local tax levy	$2,455,992 51			
From state tax levy (Table No. 18)	213,295 25			
Total taxes		$2,669,287 76		
From "Western Reserve" Fund (Table No. 19)	7,127 56			
Total "Western Reserve"		7,127 56		
From fees (Table No. 20)	7,644 12			
From interest	47,101 62			
Total earnings		54,745 74		
Total ordinary receipts			2,731,161 06	
From text books (Table No. 22)		97,908 59		
From sales of scrap, etc. (Table No. 21)		4,086 98		
From miscellaneous		3,624 34		
From refund		167 89		
Total extraordinary receipts			105,787 80	
Total receipts				2,836,948 86
Total to be accounted for				4,583,222 18
DISBURSEMENTS.				
For tuition (Table No. 23)	$1,590,867 03			
For maintenance (Table No. 24)	457,697 30			
For fixed charges (Table No. 25)	117,881 44			
Total operating expenses		$2,166,445 77		
For furniture and fixtures (Table No. 26)		18,133 48		
Total ordinary disbursements			2,184,579 25	
For sites (Table No. 27)		64,823 92		
For buildings (Table No. 28)		224,991 05		
For improvement existing buildings		20,303 79		
For new furniture and fixtures		13,258 89		
For Technical High School		15,449 65		
Total permanent improvements			338,827 30	
For text books (Table No. 31)		106,651 02		
For redemption of bonds (Table No. 30)		9,450 00		
For commission and exchange		19 08		
Total extraordinary disbursements			116,120 10	
Total disbursements				2,639,526 65
Cash on hand September 1, 1907:				
In treasury			1,539,377 52	
In sinking fund			404,318 01	
Total				1,943,695 53

Receipts in Detail

TABLE NO. 18

State Tax Levy

This money is derived from State taxes collected by authority of Section 3951 of Revised Statutes of Ohio, and distributed by the Auditor of State to the various counties according to their proportion of "Youth of School Age," as per Section 3956, Revised Statutes of Ohio. The amount proportioned to the county is by the County Auditor redistributed to the school districts therein in like manner.

Enumeration of school youth in Cleveland City school district May, 1906, 121,883 at $1.75 each	$ 213,295 25

Note.—The above amount was credited to Tuition Fund.

Receipts in Detail

TABLE NO. 19

Western Reserve Fund

This is money derived from interest paid by the State of Ohio (into a fund called "The Common School Fund") upon money which has been paid into the State Treasury on account of sales of lands granted to the State of Ohio by act of Congress—such money being an irreducible debt of the State upon which it must pay six per cent. interest annually—as per Sections 3952, 3953, 3954 and 3955, Revised Statutes of Ohio. This interest money is distributed by the Auditor of State to the various counties in the section known as the Western Reserve School District, according to their proportion of "Youth of School Age," and redistributed by the County Auditors to the school districts in like manner.

School District	No. of School Youth	Amount
Cleveland City	121,883	$7,127.56

Receipts in Detail

TABLE NO. 20

Fees

Under authority of Sec. 4013, R. S., as amended April 25, 1904, a "tuition fee" is charged pupils attending Public Schools who live outside of the school district.

Under authority of Sec. 4081, R. S., applicants for positions as teachers in the public schools are charged a fee for examination for qualification as such.

Pupils at the Manual Training Schools are charged a fee of $2.50 per annum to pay for apparatus, materials, etc., furnished them.

Tuition fees collected from pupils living outside the school district....	$3,199 65
Material fees collected from pupils of Manual Training Schools......	3,978 97
Examination fees collected from applicants for appointment as teachers	465 50
Total fees	$7,644 12

Disbursements in Detail

TABLE NO. 25

Fixed Charges

Interest on debt	$ 104,840 00
Rent	10,326 88
Premium on surety bonds	240 00
Insurance	2,474 56
Total fixed charges	$ 117,881 44

Receipts and Disburesments in Detail

TABLE NO. 22

Text Books

Amount received from W. R. Austin for Board of Education being gross amount received for text books sold			$ 97,908 59
Amount paid various publishers for text books which were turned over to W. R. Austin for the Board of Education to be sold at cost (plus 5 per cent.).			
To publishers		106,651 02	
For freight and cartage		720 27	
For insurance		433 95	
For repairs		30 60	
For supplies		169 94	
For stationery and postage		178 70	
For rent		100 00	
For salaries (W. R. Austin and assistants)		4,338 96	
Total disbursements			112,623 44
Difference			14,714 85

STATEMENT OF TEXT BOOK BUSINESS.

Value of text books on hand Sept. 1, 1906	$ 10,615 14		
Value of text books received during year	106,651 02		
Total investment		117,266 16	
Value of text boks sold Sept. 1, 1906, to Sept. 1, 1907	97,908 59		
Value of text books on hand Sept. 1, 1907	23,661 40		
Total		121,569 99	
Gain on text books			4,303 83
Disbursements as above	112,623 44		
Amount paid for text books	106,651 14		
Expense of handling		5,972 30	
Bills payable		470 08	
Total expense handling		6,442 38	
Total expense handling	6,442 38		
Gain on text books	4,303 83		
Loss on text books		2,138 55	
Bills receivable		180 25	
Net loss on text books Sept. 1, 1906, to Sept. 1, 1907			1,958 30
Loss on text books Sept. 1, 1892, to Sept. 1, 1904	7,567 09		
Gain on text books Sept. 1, 1904, to Sept. 1, 1905	99 05		
Net loss on text books to Sept 1, 1905	7,468 04		
Loss on text books Sept. 1, 1905, to Sept. 1, 1907	4,228 91		
Total loss on text books September 1, 1892, to Sept. 1, 1907		11,696 95*	

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*Note.—Loss on text-books covers cost of freight, insurance, cartage and boxing and salaries paid in that department.

Disbursements in Detail

TABLE NO. 25

Fixed Charges

Interest on debt	$ 104,840 00
Rent	10,326 88
Premium on surety bonds	240 00
Insurance	2,474 56
Total fixed charges	$ 117,881 44

Disbursements in Detail

TABLE NO. 26

Furniture and Fixtures

Furniture and fixtures	$ 18,188 48
Total	$ 18,188 48

Disbursements in Detail

TABLE NO. 29

Improvement of Existing Buildings

Contingent fund (from bonds)	$ 20,303 79
Total	$ 20,303 79

Disbursements in Detail.

TABLE NO. 80

Bonds

Bonds paid	$ 9,450 00
Total bonds paid	$ 9,450 00

Disbursements in Detail

TABLE NO. 81

Books

Text books through W. R. Austin	$ 106,651 08
Total	$ 106,651 08

Assets

Assets in Detail

TABLE NO. 32

Cash in Depositories

Cash balance in Depository No. 1, The First National Bank, as per report September 1, 1907	$ 272,050 34
Cash balance in Depository No. 2, The Dime Savings & Banking Co., as per report September 1, 1907	279,824 45
Cash balance in Depository No. 3, The Guardian Savings & Trust Co., as per report September 1, 1907	274,511 87
Cash balance in Depository No. 4, The Superior Savings & Trust Co., as per report September 1, 1907	273,772 97
Cash balance in Depository No. 5, The Lake Shore Banking & Trust Co., as per report September 1, 1907	185,190 27
Cash balance in Depository No. 6, The Garfield Savings Bank Co., as per report September 1, 1907	99,480 45
Cash balance in Depository No. 7, The Central National Bank, as per report September 1, 1907	91,128 11
Cash balance in Depository No. 8, The Lincoln Savings & Banking Co., as per report September 1, 1907	50,000 00
Cash balance in Depository No. 9, The Clark Ave. Savings Bank, as per report September 1, 1907	50,000 00
Cash balance in Depository No. 10, The American Savings Bank Co., as per report September 1, 1907	25,000 00
Cash balance in Depository No. 11, The Hough Ave. Savings & Banking Co., as per report September 1, 1907	25,000 00
Cash balance with Treasurer Board of Education	2,500 00
Total	$1,628,458 46
Deduct total of checks issued by Treasurer, but not presented at banks for payment	$ 89,080 94
Cash in Treasury	$1,539,377 52

Assets in Detail.

TABLE NO. 33

Sinking Fund

RECEIPTS.			
Cash on hand, September 1, 1906			$ 16,467 43
September 1, 1906, payment of bonds Pickaway County ....$	2,000 00		
March 2, 1907, same	2,000 00		
Total retirement of investment.		$ 4,000 00	
Aug. 31, 1907, From taxes		194,194 74	
EARNINGS.			
Aug. 31, 1907, interest on investments.$	12,745 00		
Aug. 31, 1907, interest on deposits.....	2,158 84		
Total earnings		14,903 84	
Total recipts			213,098 58
Total to be accounted for..			229,566 01
DISBURSEMENTS.			
August 31, 1907, Payment of the following bonds of the Cleveland Board of Education:			
Brooklyn Village ....$	2,000 00		
Glenville	6,450 00		
South Brooklyn Village...........	1,000 00		
Total bonds paid		$ 9,450 00	
August 31, 1907, Interest on bonds of Cleveland Board of Education.....			108,338 92
EXPENSES.			
December 11, 1906, Salary of Clerk....$	100 00		
November 14, 1906, Surety bonds of the members and Secretary	240 00		
June 29, 1907, Salary of Clerk	100 00		
August 31, 1907, Exchange	19 08		
Total expenses		459 08	
Total disbursements			$ 118,248 00
Cash on hand August 31, 1907.			111,318 01
Total accounted for..........			229,566 01

Assets in Detail

TABLE NO. 34

Text Books

Inventory of School Books in the hands of W. R. Austin, agent for the Board of Education, September 1, 1907.

Inventory of High and Normal School Books

No.	Names of Books	Price	Amount
38	Wells' Algebra	$ 0 90	$ 34 20
561	Wentworth's Plain and Solid Geometry	93	521 73
30	Wentworth's Plain Trig. Tables	67	20 10
39	Sadler's Com. Geography	60	23 40
36	Sadler's Bookkeeping	71	25 56
87	Coulter's Botany	93	80 91
75	Davis' Elementary Physical Geography	80	60 00
60	Twiss' Laboratory Manual	60	36 00
39	Mann and Twiss Physics	93	36 27
204	Avery's Chemistry	90	183 60
37	Walker's Physiology	90	33 30
48	Jordan and Kellogg Zoology	93	44 64
90	Redway's Commercial Geography	93	83 70
36	White's 1st Greek Book	93	33 48
33	Goodwin's Greek Grammar	1 12	36 96
41	Harper & Wallace's Anabasis	1 12	45 92
95	Keep's Iliad	1 20	114 00
10	Woodruff's Greek Prose	56	5 60
431	Tuell & Fowler's 1st Latin	75	323 25
157	Smiley & Storke's Beginner's Latin	75	117 75
138	Lothman's Latin Lessons	67	92 46
296	Bennett's Latin Grammar	60	177 60
217	Kelsy's Caesar	93	201 81
121	D'Ooge's Cicero	90	108 90
133	Greenough & Kittridge's Virgil	1 12	148 96
74	Pearson's Latin Composition	75	55 50
29	Fraser & Squair's French Grammar	84	24 36
30	Joynes & Meissner's German Grammar	84	25 20
148	Collar's German Lessons	90	133 20
137	Joynes' German Reader	56	76 72
13	Bierworth's Beginner's German	60	7 80
113	Stein's Exercise Book No. 1	30	33 90
196	Stein's Exercise Book No. 2	30	58 80
141	Keeler & Adams' H S. Eng	75	105 75
166	Mathew's American Literature	75	124 50
163	Halleck's History of English Literature	93	151 59
92	Montgomery's English History	84	77 28
66	McLaughlin's History of American Nations	1 05	69 30
123	Myers' Ancient History	1 12	137 76
99	Myers' Medieval History	1 12	110 88
141	Ely & Wicker's Economics	75	105 75
101	Hill's Commercial Law	48	48 48
11	Gayley's Classic Myths	1 12	12 32
320	Aborn's Mechanical Drawing	26	83 20
259	Laurel Song Books	75	194 25
22	Day's Manual of Shorthand	60	13 20
107	Fulton & Trueblood's Elocution	97	103 79
25	Sully's Outlines of Phychology	1 75	43 75
30	Tomkin's Teaching	56	16 80
8	Davidson's History of Education	75	6 00
156	Ashley's American Government	76	115 00
84	Budget A	60	50 40
78	Budget B	60	46 80
42	Outgoing Papers	15	6 30
70	Outgoing Papers, Envel	03½	2 45
41	Sets Intro. Blanks	21	8 61

TABLE NO. 34—Continued

No.	Name of Books	Price	Amount
4	Sets Adv. Blanks	83	$ 3 32
48	Rational Typewriter, Single Keyboard	75	36 00
65	Rational Typewriter, Oliver Edition	75	48 75
7	Sets Business Envelopes	05	35
1	Gross Penholders	1 50	1 50
3	Gross Falcon Pens	25	75
3	Ream Cap. Paper	96	2 88
1¼	Ream Journal Paper	3 00	3 75
600	Slate Pencils	25	1 50
56	Handy Dictionary	12½	7 00
	Total		$ 4747 54

Inventory of Primary and Grammar School Books

No.	Name of Books	Price	Amount
2354	Appleton's First Reader	$ 0 13	$ 306 02
814	Appleton's Second Reader	22	179 08
1442	Progressive Third Reader	30	432 60
184	Progressive Fourth Reader	37	68 08
992	Progressive Fifth Reader	45	446 40
724	Davidson's United States History	50	362 00
1490	Dubb's Mental Arithmetic	26	387 40
144	Rational Elementary Arithmetic	24	34 56
226	Young & Jackson's Arithmetic	30	67 86
202	Walsh's Arithmetic	33	66 60
427	Eclectic German First Readers	18	76 86
675	Eclectic German Second Readers	26	175 50
192	Eclectic German Third Readers	31	59 52
482	Eclectic German Fourth Readers	45	216 90
444	Eclectic German Adv. Fourth Readers	45	199 80
45	Eclectic German Fifth Readers	54	24 30
4233	Music Primer	18	761 94
5105	Melodic Second Readers	22	1123 10
844	Melodic Third Readers	30	253 20
943	Melodic Fourth Readers	37	348 91
257	Tomlin's Laurel Music Reader	45	115 65
797	Art Text Book No. 5	33	263 01
667	Art Music Book No. 6	33	220 11
404	Art Music Book No. 7	41	165 64
231	Rational Word Book	12	27 72
2618	Natural Elementary Geography	45	1178 10
2972	Natural Advanced Geography	93	2763 96
87	Scott & Southworth's Lessons, English	40	34 80
132	dozen Spencer's Copy Book No. 1	45	59 40
307⅓	dozen Spencer's Copy Book No. 2	45	138 30
224	dozen Spencer's Copy Book No. 3	45	100 80
200	dozen Spencer's Copy Book No. 4	45	90 00
461¼	dozen Spencer's Copy Book No. 5	45	207 56
184⅓	dozen Spencer's Copy Book No. 6	45	82 95
113	dozen Spencer's Copy Book No. 7	45	50 85
198⅚	dozen Primary Writing Speller	36	71 58
258⅝	dozen Writing Spellers	36	98 15
5086	Sprague's Classics	22	1118 92
2193	Heart of Oak	26	570 18
707	Stepping Stones No. 3	34	240 38
8426	Manuscript Music No. 1	07	589 82
159	Dryspring's Easy Lessons in German	45	71 55
	Total		$ 13845 06

TABLE NO. 34—Continued

Inventory of Classics

No.	Name of Books.	Price	Amount
122	The Tempest	$ 0 18	$ 21 96
539	Vision of Sir Launfel	11	59 29
377	Chancellor's History of Government	22	82 94
53	Chancellor's Reading and Language Lessons	22	11 66
68	Sketch Books	30	20 40
49	Poe's Poems and Tales	30	14 70
460	Old English Ballads	18	82 80
734	Three Narrative Poems	22	161 48
286	Milton's Minor Poems	26	74 36
130	Macbeth	18	23 40
1871	Midsummer Nights Dream	18	336 78
349	Lady of the Lake	26	90 74
202	Chaucer's Prologue	37	74 74
100	Snow Bound	18	18 00
96	She Stoops to Conquer	22	21 12
199	Life of Johnson	18	35 82
508	Julius Caesar	26	132 08
100	House of Seven Gables	26	26 00
176	Life of Franklin	30	52 80
630	Five English Poets	15	94 50
130	Evangeline	18	23 40
105	Henry Esmond	37	38 85
75	Emerson's Essays	22	16 50
300	Essays of Elia	30	90 00
261	Sir Roger De Coverly	22	57 42
107	Burn's Selections	15	16 05
440	Idylls of the King	26	114 40
686	Rolf's Hamlet	42	288 12
479	Binke's Speeches	22	105 38
1404	Ivanhoe	37	519 48
1139	Silas Marner	30	341 70
1227	Christmas Carol	22	269 94
703	Life of Goldsmith	30	210 90
375	Hamlet	42	157 50
492	Macauley's Addison	26	127 92
126	As You Like It	18	22 68
20	Autocrat of Breakfast Table	37	7 40
324	Browning's Poems	18	58 32
972	Burns' Essays	09	87 48
132	Drei Kleine Lustspiele	22	29 04
166	Legends of German Heroes	30	49 80
108	Jungfrau von Orleans	45	48 60
410	Das Lied von der Glocke	15	61 50
105	Der Trompeter	56	58 80
145	Bing Nerdeck	22	31 90
152	Minna von Barnhelm	33	50 16
197	Der Bibliothekar	33	65 01
104	Das Maedchen von Treppi	22	22 88
66	Wilhelm Tell	48	31 68
140	Hermann and Dorothea	37	51 80
272	Germelshausen	22	59 84
117	Die Journalisten	33	38 61
121	Iphigenie auf Tauris	45	54 45
238	Aus dem Leben	26	61 88
92	Bucheim, German Poetry	33	30 36
61	Litteraturgeschiche	56	34 16
184	Krieg und Frieden	26	47 84
197	Madamoiselle de la Seigler	30	59 10
116	Sans Famille	30	34 80
88	Colomba	30	26 40
195	L'Abbe Constantine	30	58 50
195	La Prix de la Bastille	15	29 25
51	La Voyage de Mousieur Perrichon	26	13 26
	Total		$ 5088 68

TABLE NO. 34—Continued

Inventory of Imperfect Books

No.	Name of Books	Price	Amount
2	Appleton's First	$ 0 13	$ 0 26
1	Progressive Third	33	33
2	Young & Jackson's Arithmetic	30	60
1	Walsh's Arithmetic	33	33
1	Eclectic German First Readers	18	18
1	Eclectic German Fifth Readers	54	54
8	Art Text Books No. 5	33	2 64
13	Art Text Books No. 6	33	4 29
4	Art Text Books No. 7	41	1 64
2	Scott & Southworth's Lessons in English	40	80
11	Sprague's Classics	22	2 42
1	Heart of Oak	......	26
1	Sadler's Bookkeeping	....	71
1	Harper & Wallace's Xenephon	....	1 12
2	Bennett's Latin Grammar	60	1 20
2	Kelsy's Caesar	93	1 86
3	McLaughlin's American Nation	1 05	3 15
2	Myers' Medieval History	1 12	2 24
1	Laurel Song Book	....	75
1	Chaucer's Prologue	....	37
6	Julius Caesar	26	1 56
4	Legends of German Heroes	30	1 20
2	Idylls of the King	26	52
3	Old English Ballads	18	54
1	Goldsmith	....	22
2	Dr. Coverly's Papers	22	44
	Total	....	$ 30 17

Statement

	Jan.	Fe
1907	....	......
1908	325.00	3,0
1909	300.00	3,0
1910	275.00	3,0
1911	250.00	3,0
1912	225.00	3,0
1913	200.00	3,0
1914	175.00	3,0
1915	150.00	3,0
1916	125.00	3,0
1917	100.00	3,0
1918	75.00	3,0
1919	50.00	3,0
1920	25.00	3,0
1921	....	3,0
1922	....	....
1923	....	....
1924	....	....
1925	....	....
1926	....	....
1927	....	....
1928	....	....
1929	....	....
1930	....	....
1931	....	....
1932	....	....
1933	....	....
1934	....	....
1935	....	....
1936	....	....

NEW YORK
PUBLIC LIBRARY

ASTOR LENOX AND
TILDEN FOUNDATIONS.

	Total		**$ 30 17**

Liabilities in Detail

TABLE NO. 36

Statement Showing Amount and Date of Maturity of Coupons Attached to Bonds Outstanding August 31, 1907

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
1907	....	....	....	....	....	....	....	....	2,100	23,497.50	17,000	6,380.00	$48,977.50
1908	325.00	3,000	1,990	23,447.50	17,000	6,380.00	325.00	3,000	1,990	23,425.00	11,000	6,301.25	98,183.75
1909	300.00	3,000	1,880	23,387.50	11,000	6,301.25	300.00	3,000	1,880	23,365.00	11,000	6,221.25	91,635.00
1910	275.00	3,000	1,770	23,315.00	11,000	6,221.25	275.00	3,000	1,770	23,292.50	11,000	6,136.25	91,055.00
1911	250.00	3,000	1,660	23,242.50	11,000	6,136.25	250.00	3,000	1,660	23,220.00	11,000	6,050.00	90,468.75
1912	225.00	3,000	1,550	23,182.50	11,000	6,050.00	225.00	3,000	1,550	23,160.00	11,000	....	83,942.50
1913	200.00	3,000	1,440	23,110.00	11,000	....	200.00	3,000	1,440	23,087.50	11,000	....	77,477.50
1914	175.00	3,000	1,330	23,037.50	11,000	....	175.00	3,000	1,330	23,015.00	11,000	....	77,062.50
1915	150.00	3,000	1,220	22,965.00	11,000	....	150.00	3,000	1,220	22,942.50	11,000	....	76,647.50
1916	125.00	3,000	1,110	22,892.50	11,000	....	125.00	3,000	1,110	22,870.00	11,000	....	76,232.50
1917	100.00	3,000	1,000	22,820.00	11,000	....	100.00	3,000	1,000	22,797.50	11,000	....	75,817.50
1918	75.00	3,000	950	22,747.50	11,000	....	75.00	3,000	950	22,725.00	11,000	....	75,522.50
1919	50.00	3,000	900	22,725.00	11,000	....	50.00	3,000	900	22,702.50	11,000	....	75,327.50
1920	25.00	3,000	850	22,702.50	11,000	....	25.00	3,000	850	22,680.00	7,000	....	63,132.50
1921	....	3,000	800	22,680.00	7,000	....	....	....	800	22,657.50	7,000	....	63,937.50
1922	....	....	750	22,657.50	7,000	....	....	....	750	135.00	7,000	....	38.292.50
1923	....	....	700	135.00	7,000	....	....	....	700	112.50	7,000	....	15,647.50
1924	....	....	650	112.50	7,000	....	....	....	650	90.00	7,000	....	15,502.50
1925	....	....	600	90.00	7,000	....	....	....	600	67.50	7,000	....	15,357.50
1926	....	....	550	67.50	7,000	....	....	....	550	45.00	....	....	8,212.50
1927	....	....	500	45.00	....	....	....	....	500	22.50	....	....	1,067.50
1928	....	....	450	22.50	....	....	....	....	450	....	....	....	922.50
1929	....	....	400	....	....	....	....	....	400	....	....	....	800.00
1930	....	....	350	....	....	....	....	....	350	....	....	....	700.00
1931	....	....	300	....	....	....	....	....	300	....	....	....	600.00
1932	....	....	250	....	....	....	....	....	250	....	....	....	500.00
1933	....	....	200	....	....	....	....	....	200	....	....	....	400.00
1934	....	....	150	....	....	....	....	....	150	....	....	....	300.00
1935	....	....	100	....	....	....	....	....	100	....	....	....	200.00
1936	....	....	50	....	....	....	....	....	50	....	....	....	100.00

Liabilities in Detail

TABLE NO. 37

Bills and Contracts Outstanding

September 1, 1907	
Taken from Director of School's Report submitted to the Board on September 2, 1907	$838,455 03

TABLE NO. 38

Comparison of Receipts and Disbursements of the Board of Education for the Following Years

	1901	1902	1903	1904	1905	1906	1907
Cash in Treasury at beginning of year	$ 845,780.37	$ 651,491.27	$ 463,487.14	$1,248,208.85	$ 906,442.06	$1,163,888.94	1,432,805.89
Assets in Sinking Fund at beginning of year	257,349.20	580,406.92	210,511.44	374,250.33	....	243,185.01	313,467.43
Total Assets	1,103,129.57	1,231,898.19	673,998.58	1,622,458.68	906,442.06	1,407,073.95	1,746,273.32
Received from Local Tax Levy	1,397,894.07	1,598,759.18	1,922,462.98	2,020,218.18	2,035,327.87	2,426,260.19	2,455,992.51
Received from State Tax	154,356.85	163,570.50	165,040.50	189,287.84	197,514.22	197 105.51	213,295.25
Received from State Appropriation	....	....	....	....	....	....	....
Total Taxes	1,552,250.92	1,762,329.68	2,087,503.48	2,209,506.02	2,232,842.09	2,623,365.70	2,669,287.76
Received from "Western Reserve Fund"	6,856.35	6,877.20	6,826.67	6,890.04	6,876.62	6,977.68	7,127.56
Total	6,856.35	6,877.20	6,826.67	6,890.04	6,876.62	6,977.68	7,127.56
Received from Fees	3,229.67	3,849.88	5,468.42	6,391.92	7,212.26	9,008.50	7,644.12
Received from Interest	27,920.08	29,556.28	32,926.86	38,038.83	15.491.92	32,622.30	47,101.62
Received from Sales	287,170.03	6,510.22	2,787.89	5,488.51	6.584.50	6,849.78	4,086.98
Total Earnings	318,319.18	39,916.38	41.183.17	49,919.26	29.288.68	48,480.58	58,832.72
Received from Sale of Bonds	165,852.00	....	1,165,392.71	....	301,863.00	358,151.50	....
Total Loans	165,852.00	....	1,165,392.71	....	301,863.00	358,151.50	....
Rec'd from Inv'm'ts & Sale of School Books.	19,455.40	41,865.18	64,752.65	37,409.05	44,362.09	39,279.38	97,908.59
Sale of Old Books	....	221.64	....	....		....	....
Sinking Fund Commissioners	....	....	....	....	290,000.00	....	....
Total Investments	19,455.40	46,086.82	64,752.65	37,409.05	334,362.09	39,279.38	97.908.59
Rec'd from Donations & Refund & Miscel.	....	....	....	1,229.05	1,268.16	19,987.47	3,792.23
Total Receipts	2,062,734.45	1,855,848.17	3,365,658.68	2,304,953.42	2,906,500.14	3.096,192.31	2,836,948.86
Total to be accounted for	3,165,864.02	3,087,746.36	4,039,657.26	3,927,407.10	3,812,942.20	4,503,266.26	4,583,222.18

TABLE NO. 38—Continued

Comparison of Receipts and Disbursements of the Board of Education for the Following Years

	1901	1902	1903	1904	1905	1906	1907
Paid Fixed Charges	$ 79,164.59	$ 88,011.82	$ 101,485.75	$ 108,105.96	$ 102,822.77	$ 109,896.74	$ 117,881.44
Paid Tuition	995,494.16	1,147,981.01	1,206,069.85	1,307,306.39	1,365,625.57	1,471,106.70	1,590,867.03
Paid Maintenance	261,850.58	265,519.15	423,872.21	351,147.22	404,563.49	402,012.14	457,697.30
Total Operating Expenses	1,336,509.33	1,501,511.98	1,731,427.81	1,766,559.57	1,867,414.32	1,983,015.58	2,166,445.77
Glenville Annexation				10,768.73			
St. Louis Exposition				8,225.25			
Total Extraordinary Expenses				18,993.98			
Paid for Office Furniture	7,100.30	391.25	1,862.69	2,408.80	6,916.00	6,148.07	3,922.44
Paid for School Furniture	22,128.37	29,237.11	32,299.19	28,347.28	33,177.08	36,321.06	14,211.04
Total Furniture and Fixtures	29,228.67	29,628.36	34,161.88	30,756.08	40,093.08	42,469.13	18,133.48
Paid for Land	83,723.68	6,700.37	94,127.84	53,614.07	25,118.59	23,185.08	64,823.92
Paid for Buildings	443,234.29	304,656.56	491,461.63	589,693.43	276,980.19	328,559.89	224,991.05
Paid for Grading, Paving and Sewering	5,593.87	5,977.82	8,290.88				
Paid for New Furniture and Fixtures							20,303.79
Paid for Imp'vement of Existing Buildings					95,085.41	187,915.04	13,258.89
Paid for Manual Training High School						45,708.32	15,449.65
Total Permanent Improvements	532,551.84	317,334.75	593,880.35	643,307.50	397,184.19	585,319.23	338,827.30
Paid to Redeem Bonds		477,000.00	2,000.00	2,000.00	292,000.00	111,970.48	9,450.00
Paid to Redeem Notes		4,638.09					
Paid for Commission and Exchange						182.46	19.08
Total Loans		481,638.09	2,000.00	2,000.00	292,000.00	112,152.94	9,469.08
Paid for Free Books		20,878.00	3,670.60	3,556.51			
Paid for School Books	35,675.99	62,756.60	48,605.91	27,158.99	44,008.77	82,895.14	106,651.02
Paid for Supplementary Reading Books				6,182.57	2,695.44	1,140.92	
Total Investments	35,675.99	83,634.60	52,267.51	36,899.07	46,704.21	84,036.06	106,651.02
Total Disbursements	1,933,965 83	2,418,747.78	2,417,203.58	2,498,515.20	2,649,053.26	2,756,992.94	2,639,526.65
Cash in Treasury at close of year	651,491.27	463,487.14	1,248,203.35	906,442.06	1,168,888.94	1,432,805.89	1,539,877.52
Assets in Sinking Fund at close of year	580,406.92	210,511.44	374,250.33	427,449.84		313,467.43	404,818.01
Total Cash	1,231,898.19	673,998.58	1,622,453.68	1,333,891.90	1,168,888.94	1,746,273.32	1,948,695.53

TABLE NO. 39

Comparison of Various Items for the Following Years

Year	Amount Received from Depository Interest	Earnings of Sinking Fund	Par Value of Sinking Fund	Interest Paid on Board of Education Debt	Cash Balance at Close of Fiscal Year	Average Number Scholars Registered in Attendance	Total Number Youths of School Age Enumerated
1894	$ 10,360·37	$ 3,983.74	$ 106,444·44	$ 44,779·75	$ 525,526·49	33,406	87,887
1895	8,459·64	6,952.94	122,204·17	45,920·46	488,727·81	36,540	91,453
1896	6,786·78	8,653·20	82,493.03	45,299·42	419,217·51	38,618	93,861
1897	5,108·90	4,633.18	117,158 24	41,423·23	480,094.76	41,888	97,720
1898	7,331.30	5,805·50	151,961·93	41,151·56	779,198·16	42,475	99,883
1899	15,471·19	7,237.18	189,813·87	53,315·00	778,617.93	43,914	102.784
1900	14,269·87	9,221.80	257,349·20	52,775·00	845,780·37	44,888	106,454
1901	17,054·74	10,865 34	580,406 92	63,775.00	651,491.27	46,009	109,047
1902	9,366·69	20,189·59	210.511·44	66,775·00	463,487·14	47,299	110,027
1903	23,830·22	12,624·69	374,250.33	79,802·92	1,248,203·85	48,193	112,785
1904	23,903·55	17,663·33	527,449·84	90,160·00	906,442·06	50,762	114,522
1905	15,491 42	15,902·97	243,185·01	86,390·76	1,163,888·94	52,102	114,893
1906	21,083·50	11,538·80	313,462·43	97,486.02	1.432,805·89	54,518	121,883
1907	32,197·78	13,590.58	404,818·01	104,840·00	1,539,377·52	54,545	125,368

TABLE NO. 40

Comparison of Expenditures

AUGUST 31.	1902	1903	1904	1905	1906	1907
TUITION—						
Supervisors' Salaries	$ 41,868.94	$ 46,413.61	$ 47,314.42	$ 50,964.61	$ 45 851.74	$ 49,898.58
Teachers' Salaries	1,106,112.07	1,159,656.24	1,259,991.97	1,314,660.96	1,425,254.96	1,540,973.50
MAINTENANCE—						
Officers' and Employes' Salaries	187,778.55	150,095 68	169,417.66	184,144.43	205,147.97	215,416.70
Fuel and Light	46,874.00	70,132 82	62,859.52	72,934.48	59,435.95	72,802.29
Repairs	47,005.93	143,850.86	89,282 47	100,257.75	89,223.62	85,407.78
Stationery and Supplies	30,941.68	56,202.62	32,643.64	39,021.12	37,610.49	60,195.22
Contingent	2,918.99	3,790.28	2,926.50	10,335.55	11,735 08	23,675.31
Water	......	......	......	565.60	......	......
FIXED CHARGES—						
Interest	66,775.00	79,802.92	90,160.00	86,390.76	97,926.02	104,840.00
Bonds	477,000 00	2,000.00	2,000.00	292,000.00	111,970.48	9,450.00
Rent and Insurance	21,086.82	21,482.83	17,945.96	16,492,01	12.170.72	12,801.44
Furniture and Fixtures	29,628.36	37,618 91	30,756.08	40,093.08	42,469.13	18.133.48
PERMANENT IMPROVEMENTS—						
Land	6,700.37	94,127.84	53,614.07	25,118.59	23,135.08	64,828.92
Buildings	304,656.56	491,461.63	589,693.43	276,980.19	328,559.89	245,294.84
Grading, Paving, etc.	5,977.82	8,290.88	......	......	......	......
Improvements Existing Buildings	......	......	......	95,085.41	187,915.94	13,258.89
Manual Training High School	......	......	......	......	45,708.32	15.449.65
MISCELLANEOUS—						
School Books	38.634.60	52,276.51	30,715.50	44,008.77	32,895.14	106,651.02
St. Louis Exposition	......	......	3,225.25	......	......	......
Glenville Annexation	......	......	10,768.78	......	......	......
Commission and Exchange	......	......	......	......	182.46	19.08
Total	$2,408,909.69	$2,417,208.58	$2,493,315.20	$2,649,053.26	$2,756,992.94	$2,639,086.65

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PRESS OF THE BROOKS COMPANY,
CLEVELAND, OHIO.

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CLEVELAND PUBLIC SCHO
SEVENTY-SECOND ANNUAL RE
OF THE BOARD OF EDUCA

CLEVELAND PUBLIC SCHOOLS
SEVENTY-SECOND ANNUAL REPORT OF THE BOARD OF EDUCATION

FOR THE SCHOOL YEAR ENDING AUGUST THIRTY-FIRST NINETEEN HUNDRED AND EIGHT

Report of the Superintendent of Schools for school year ending August 31, 1908.

Report of the Clerk of the Board of Education for school year ending August 31, 1908.

Report of the Director of Schools and the Committees of the Board of Education for year ending December 31, 1908.

THE BOARD OF EDUCATION
CLEVELAND
1908

The Board of Education

of the

City School District of the City of Cleveland

Organization for 1908

Officers

Francis H Haserot	President
Charles Orr	Director of Schools
William H Elson	Superintendent of Schools
George E Myers	Clerk

Members

Name	Residence	Place of Business
*†Sarah E Hyre	3325 Archwood Ave S W	
†[]Samuel P Orth	2053 E 102d St	American Trust Bldg
*†Rev Arthur C Ludlow	9719 Miles Ave S E	
*†Walter D Sayle	2102 E 100th St	3929 St. Clair Av
()‡John C Canfield	4903 Franklin Ave	322 Williamson bldg
*‡William G Leopold	2054 Fulton Rd	Lorain, cor Rhodes Av
*‡Francis H Haserot	1786 Crawford Rd	521 Woodland Av

[]Elected from the Southern District
()Elected from the Northern District
*Elected at large
†Term expires December 31, 1909
‡Term expires December 31, 1911.

Committees

Committee on New Buildings and Sites—Wm Leopold, S P Orth and A C Ludlow.

Committee on Educational Matters—A C Ludlow, Sarah E Hyre and S P Orth.

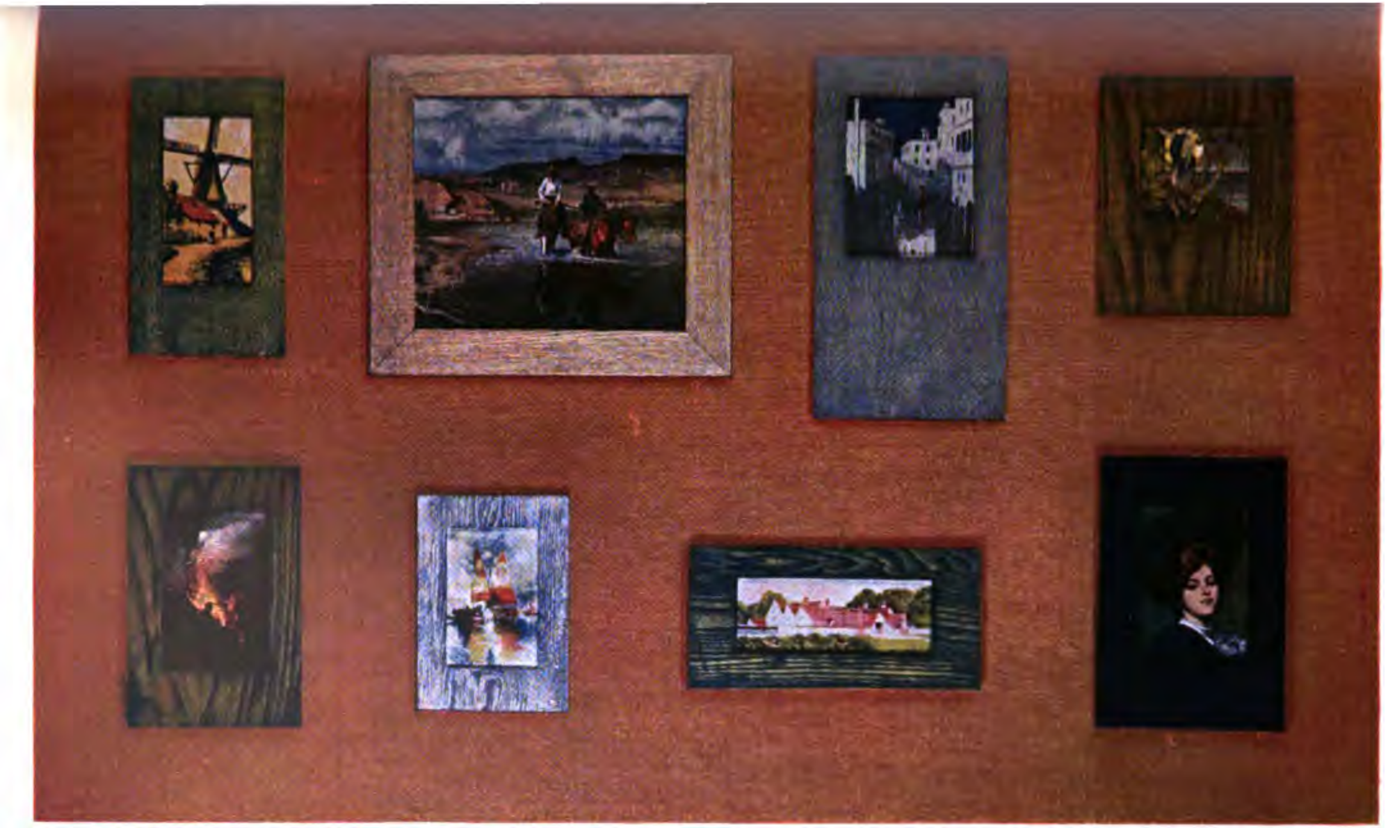
Committee on Improvement of Old Buildings—S P Orth, Wm Leopold and Sarah E Hyre.

Committee on Appropriations and Salaries—J C Canfield, W D Sayle and Wm Leopold.

Committee on Hygiene, Sanitation and Athletics—W D Sayle, A C Ludlow and J C Canfield.

School Headquarters

Rockwell Ave and E 6th St (Rockwell and Bond Sts)



WOODWORK · SEVENTH GRADE PROBLEM IN PICTURE FRAMING.

The construction lessons are preceded by a class discussion of pictures and frames, illustrated by examples. The pupil then brings a picture of his own selection from home. The picture is studied in relation to frame. The construction lessons follow. Finally the frame is finished in color to harmonize with the picture.

THE NEW YORK
PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS

The Board of Education

of the

City School District of the City of Cleveland

Organization for 1909.

Officers

Francis H Haserot	President
Charles Orr	Director of Schools
William H Elson	Superintendent of Schools
George E Myers	Clerk

Members

Francis H Haserot

Sarah E Hyre
Samuel P Orth
Arthur C Ludlow

Walter D Sayle
John C Canfield
William G Leopold

Committees

Committee on Lectures and Social Center Development—Sarah E Hyre, J C Canfield and W D Sayle.

Committee on Educational Matters—A C Ludlow, Sarah E Hyre and S P Orth.

Committe on New Buildings and Sites—Wm Leopold, S P Orth and A C Ludlow.

Committee on Improvement of Old Buildings—S P Orth, Wm Leopold and Sarah E Hyre.

Committee on Appropriations and Salaries—J C Canfield, W D Sayle and Wm Leopold.

Committee on Hygiene, Sanitation and Athletics—W D Sayle A C Ludlow and J C Canfield.

School Headquarters

Rockwell Ave. and E. 6th St. (Rockwell and Bond Sts.)

The Board of Education

Executive Department

Office of the Director of Schools

Room 1

Charles Orr	Director of Schools
R E Gammel	Secretary to the Director
Leona K Johns	Stenographer
*W R Austin	Custodian of Books
Louise Klein Miller	Curator of School Gardens
Karl Theophil	Messenger

Office of the Accountant

Room 1

W C Fisher	Accountant
Hazel Henderson	Order Clerk

Office of the Architect

Room 2

F S Barnum	Architect
B L Davidson	Chief Inspector
W W Nixon	Sanitary Engineer
A Louise Craig	Stenographer

Office of the Purchasing Agent

Room 4

A C Shriner	Purchasing Agent
*Charles E Smallreed	Charge of Stationery Department

Office of Superintendent of Buildings

Room 3

J C Quayle	Superintendent of Buildings
P A Patterson	Mechanical Engineer
W W Nixon	Sanitary Engineer
J A McDonald	Chief Carpenter
†Thomas Boutall	Superintendent Workshop
C R Webster	Superintendent of Supply Department

---

*The office of the custodian of books is located in the annex west of main building. Also stationery department.

†Workshop and the Supply department located No. 5811 Cedar Ave., just east of East 55th St.

Truant Office

Room 5

Alexander McBane	Truant Officer
Wm A Snell	Asst. Truant Officers
J F Beranek	
W E Driffield	
Adam Roelle	
Philip Baum	
G F Jackson	
Edna A Fritz	STENOGRAPHER

Office of the Clerk of the Board of Education

Room 6

George E Myers	Clerk
Harry P Cole	Deputy Clerk
Margaret McNamara	Assistant Clerk
Elizabeth L Martin	Index Clerk
Harvey C Koerner	Assistant Clerk

Educational Department

William H Elson	Superintendent of Schools
Henry C Muckley	Assistant Superintendent
Warren E Hicks	Assistant Superintendent
Frank P Bachman	Assistant Superintendent

Supervisors

Emma C Davis	English
Joseph Krug	German
Jannette F Jackson	Arithmetic
Jennie D Pullen	Geography and History
Clara E Lynch	Substitutes and Language
Mabel A MacKinney	Kindergartens
A A Clark	Penmanship
Pauline Gillette	Assistants
Sara A Morley	
J Powell Jones	Music
Harriet D Parsons	Assistants
Lee Belle Haight	
Florence E Ellis	Drawing
Caroline Sowers	Assistants
Maude Lawrence	
Lucy S Ward	
William E Roberts	Manual Training, Elementary Schools
Ada B Williams	Assistants
Cara Curtis Townsend	
*George W Ehler	Physical Training
Henry Luther	

Superintendent's Office

Christine Smeshek	Stenographer to Supt.
Donna Stevens	Stenographer to Asst. Supts.
Margaret Palmer	Stenographer to Supervisors
May F Corrigan	Stenographer to Supervisors
Elizabeth Van De Motter	Stenographer to Supervisors
Frank Shepherd	Messenger

---

*Resigned September 1, 1908.

*Law Department

Directory

Newton D Baker	City Solicitor
E T Wilcox	Assistants
W D Wilkin	
Cyrus W Locher	

Offices—205 City Hall

---

*Serve without extra compensation.

*Treasurer

Carl Nau	City Treasurer
C L Swearingen	Deputy
Robert P Abbey	Assistant

Offices—City Hall

---

*Serve without extra compensation.

Sinking Fund Commission

Appointed by the Common Pleas Court

Myron T Herrick	President

I P Lamson W F Carr W G Mather H Q Sargent

E W Doty	Clerk

Public Library Board

Appointed by the Board of Education

*Oliver M Stafford	President
†Carl Lorenz	Secretary

‡Martin A Marks °Charles E Kennedy

§Charles Gentsch **T S Grasselli

‖W A Harshaw

William H Brett	Librarian

Offices, Public Library—East Third Street

†Term expires July 2, 1915.
‡Term expires July 2, 1909.
*Term expires July 2, 1911.
°Term expires July 2, 1913.
**Term expires July 2, 1914.
§Term expires July 2, 1912.
‖Term expires July 2, 1910.

City Board of Examiners of Teachers

Appointed by the Board of Education

*Edward S Meyer, Jr	President
†Emma M Perkins	Vice-President
°James W McLane	Clerk
Chas Dahlke	Assistant Clerk

Office—School Headquarters, Room 14

---

*Term expires August 31, 1910.
†Term expires August 31, 1909.
°Term expires August 31, 1909.

List of Presidents of the School Council

1892	S S Ford	1898	F A Kendall
1893	Thomas Boutall	1899	Thomas H Bell
1894	Martin House	1900	Thomas Boutall
1895	William V Backus	1901	William T Clark
1896	W D Buss	1902	E W Fisher
1897	Thomas Boutall	1903	Albert Gehring

*1904 Albert Gehring (until April 24)

List of Superintendents

1853 to 1860 Andrew Freese
1861 to 1862 Luther M Oviatt
1863 to 1866 Anson Smythe
1867 to 1882 Andrew J Rickoff
1882 to 1886 B A Hinsdale
1886 to 1892 L W Day
1892 to 1894 Andrew S Draper
1894 to 1902 L H Jones
1902 to 1906 Edwin F Moulton
January 1, 1906, to March 15, 1906, Stratton D Brooks
March 21, 1906, to May 15, 1906, Edwin F Moulton
May 15, 1906, to ———, William H Elson

List of Directors of Schools

1892 to 1900 H Q Sargent
1900 to 1902 Thomas Bell
1902 to Jan. 1, 1905 Starr Cadwallader
Jan. 1, 1905 to ——— Charles Orr

List of Presidents of the Board of Education

1836	John W Willey
1837	Samuel Cowles
1838	Henry H Dodge
1839	Levi Tucker
1840	Chas Bradburn
1841	Chas Bradburn
1842	Chas Bradburn
1843	Chas Bradburn
1844	Chas Bradburn
1845	Chas Bradburn
1846	Chas Bradburn
1847	Chas Bradburn
1848	Geo Willey
1849	Geo Willey
1850	Geo Willey
1851	Geo Willey
1852	Chas Bradburn
1853	Chas Bradburn
1854	Geo Willey
1855	Geo Willey
1856	Chas Bradburn
1857	Chas Bradburn
1858	Chas Bradburn
1859	James A Thome
1860	James A Thome
1861	Harvey Rice
1862	Harvey Rice
1863	John H Sargent
1864	Allyne Maynard
1865	L M Pitkin
1866	W H Price
1867	W H Price
1868	E R Perkins
1869	E R Perkins
1870	E R Perkins
1871	E R Perkins
1872	E R Perkins
1873	E R Perkins
1874	M G Watterson
1875	M G Watterson
1876	M G Watterson
1877	M G Watterson
1878	D B Smith
1879	D B Smith
1880	D B Smith
1881	J D Jones
1882	R L Willard
1883	J H Schneider
1884	B Mahler
1885	B Mahler
1886	E A Schellentrager
1887	Peter Zucker
1888	Peter Zucker
1889	J A Gilbert
1890	J A Gilbert
1891	J E Cook
1904	Albert Gehring†
1905	Samuel P Orth
1906	Francis H Haserot
1907	Francis H Haserot
1908	Francis H Haserot
1909	Francis H Haserot

---

†From May 1, 1904, to January 1, 1905.

The Board of Education

of the

City School District of the City of Cleveland

Organization for 1908

President of the Board of Education
Francis H Haserot

Superintendent of Schools **William H Elson**	Director of Schools **Charles Orr**
Clerk of the Board **George E Myers**	Architect **Frank S Barnum**
Counsel **Newton D Baker**	Superintendent of Buildings **J C Quayle**
Treasurer **Carl Nau**	Secretary to the Director **Robert E Gammel**

All offices are located at School Headquarters Building, Rockwell Ave. and E. 6th St. (Rockwell and Bond Sts.)

Address of the President of the Board of Education

To Members of the Board of Education:

The year which has just closed has been one of unusual activity. The plan to increase the usefulness of the plant for both parent and pupil has shown its fruition in the course of lectures and other functions conducted with marked success under the charge of the Committee on Lectures and Social Center Development.

During the year our city was privileged to entertain the National Educational Association at its annual meeting. Our teachers took great pleasure in entertaining the visiting members of their profession, and did it well. The result of the meeting was an added inspiration to the educational interests of this city.

A unique feature of the meeting was the spelling contest. It is a matter of pardonable pride that Cleveland carried off the honors in this affair.

The educational needs of all departments of the work have been of primary consideration, and have received earnest and thoughtful attention under the leadership of the Educational Committee. The number of backward schools has been increased.

Following the recommendation of the Committee on Hygiene, school nurses were appointed for Marion and Murray Hill Districts.

The High School buildings have been opened for one and one quarter hours in the afternoon for the purpose of enabling the pupils having need for it to enjoy the personal aid and supervision of the teachers, also enabling the pupils to use the buildings, libraries, and other equipment for study purposes. It is to be hoped that marked benefits may thereby result to the pupils and that the number of failures may show a material decrease.

The new Technical High School was opened with an enrollment of 700 pupils. The enrollment in the regular High Schools shows a shrinkage of but 47, thus clearly indicating that a large number of our young people will receive the benefit of an education beyond the grammar grade, to a greater degree than ever before.

The proposed Commercial High School will doubtless show a like result. Both will prove a source of satisfaction to our citizens.

The plan of conducting the Technical High School in four terms of twelve weeks each for the year will be a matter of great interest, as it will be the first effort in the history of the public schools of Cleveland to utilize to its capacity the large fixed investment. This plan, together with the plan of conducting a night school course at the Technical High, will make the school a scene of activity throughout the year.

In pursuance of the policy to make the most of our opportunities, the High School year was increased from 38 to 40 weeks, which is the usual High School term in most large cities of the country. It is hoped that the lengthening of the term may obviate to a compensating degree the undue forcing of pupils and the elimination of some of the feverishness which was said to obtain by reason of the requirements of the course.

This year for the first time the Normal School was legalized and became an integral and legal part of the school administration. It is to be regretted that the competent men and women formerly engaged in this school did not deem it wise to continue. However the course, in the Normal School was revised and strengthened, in the hope that the results from its work might enable practically all of its graduates to creditably pass the examination required by the State law. and enter the profession thoroughly equipped and with every confidence in their equipment and in their ability to carry on the work of their chosen profession.

The maintenance of a Normal School from public funds can be justified only upon the ground that it is necessary in order to prepare teachers competent to do the work which the public has undertaken to do in the education of its children. It is the only part of our system which might be termed a vocational school.

Obviously this creates a need for a course having for its final end the thorough equipment of the student to become teacher and to undertake the serious work which will be committed to her when she is given charge of a school.

Any course which falls short of such requirement could not be considered other than a useless expense, unwarranted, and a waste of public money.

In approaching this question it is well to remember that a goodly number of our citizens, whose opinions are entitled to weight, have a serious question of doubt as to the propriety of maintaining a Normal School at all. They contend that it is apt to create a condition of inbreeding into the system which might tend to vitiate rather than vitalize the teaching force. For the present I am not willing, to subscribe to the correctness of this view, but commend the matter to your careful consideration and future conclusion.

The year again shows an added improvement in the entire physical plant. New buildings for elementary schools have been constructed as follows:

Milford Annex,
Harvard Annex,
Brownell Annex,
Mayflower School,
Columbia School.

All buildings other than the fireproof buildings have been thoroughly overhauled and equipped with fire ecsapes according to the latest devices, and fireproofed in the basements.

Excepting for the opening of the Technical High School, which has cared for a new High School population, little if any expenditures have been made for secondary school purposes. Plans, however. are now under consideration contemplating the completion of the John Hay High School, also of the Normal School, combined with a model Grade training school.

The playground equipment has been enhanced by the development of the Miles Park playground, while plans are under consideration whereby an enclosed athletic field may be secured for competitive contests for all of the children of the city. While not specifically recommending a particular location, I indulge in the hope that such athletic field may be acquired and developed promptly. I believe that it will result in great advantage to our youth and go far toward cultivating a healthful spirit for the schools as well as for the boys and girls.

The income and the investment of the Teachers' Pension Fund has been very satisfactory during the year. It gives every assurance of permanency and will insure to the faithful teacher an income during her declining years, while at the same time it will justify those charged with the administration of the schools to retire the faithful teacher who may have become incapacitated to do the best work by reason of physical infirmity or waning interest.

The Board of Examiners is a body practically free from supervision or responsibility to our board. Our interest in the efficiency of this body, however, is none the less vital, as obviously the manner in which the work of the examiners is conducted has a vital bearing upon the personnel of our corps of teachers. The work of this Board this year has been commendatory.

It is also a source of satisfaction to record a continuation of the cordial relationship existing between our Board and the Board of Library Managers.

This year marks the end of the four-year administration of this Board. At the beginning of the term, in accordance with a recommendation of President Orth, a commission of representative citizens was chosen to examine into the condition of the system and its immediate needs.

After two years' study, this commission reported its findings, together with well defined recommendations, looking toward betterment and progress.

In the main, these recommendations have been carried out. In carrying forward the work, along these lines, the serenity of many comfortable easy conditons has necessarily been disturbed, This has led to many interesting and some trying situations; but I have faith that a steadfast purpose, consistently pursued, to conserve the efficiency of the schools to the highest degree will result satisfactorily and creditably, and to the advantage of the schools and the children of this community.

My services as your Presiding Officer during the past year have been a pleasure. I thank you for the uniform courtesy shown me and bespeak for my successor in office your continued confidence.

Respectfully submitted,
FRANCIS H. HASEROT.

January 4, 1909.

Annual Report of the Director of Schools

To the Honorable Board of Education:

In accordance with custom, I present herewith an annual report covering the operations of the Executive Department for the calendar and term year 1908.

The past year has been a notable one in the activities in this department. The Collinwood disaster with its attendant and unprecedented loss of lives, aroused the entire country to the need of safer school buildings. This feeling was intensified in Cleveland, whose people extended a full measure of sympathy and aid to a sorrowing neighbor.

While it was known that our buildings were on the whole as safe as any in the country—many of them being of fireproof construction—inspection of all buildings was immediately begun with a view to removing possible obstacles to safety and easy exit in case of panic.

The co-operation of Chief Wallace of the City Fire Department, and Building Inspector Lougee was helpful and efficient, and their advice and suggestions aided in formulating plans, both for immediate changes and permanent improvements. The efforts of the department to allay the fears of parents and children during the weeks following the disaster, is a matter of history and record in the proceedings of the Board and in the press of the city. A statement of some of the improvements made will be found in the body of this report, and in the report of the Committee on Old Buildings, but it is manifestly impossible to mention in minute detail the thousands of changes in doorways, stairways, exits and removal of wood partitions and other structures which should enter into the record of the years' work.

NEW BUILDINGS

During the year two new elementary schools were opened with two others in course or construction.

Elementary Schools completed and opened during the year—Harvard and Milford—were described in the report for 1907.

Two elementary buildings begun this year are Mayflower and Columbia. It is expected that they will be completed not later than May 1, 1909. They will provide 1800 sittings which is more than the increase in school population for 1908.

A critical examination of Mayflower building after the Collinwood fire disclosed defects in the heating plant and the arrangement of stairways and exits, which were so serious as to make reconstruction impossible. It was therefore determined to raze the building and replace it with one of modern fireproof construction, planned to more fully meet the needs of such a district. As the new building required additional land on account of the auditorium occupying a separate wing, it was deemed advisable to purchase the corner of East 30th and Orange Avenue.

The buildings on this land were sold at public auction in June and the Board now has the entire frontage from East 30th Street to East 31st on Orange Avenue, totaling 192 feet, and extending 270 feet on East 30th Street and 300 feet on East 31st Street. The district is one of the most congested in the city, and the opportunity to make the building a neighborhood center was fully recognized in the plans. In addition to the twenty standard school rooms, the building will contain an auditorium with a seating capacity of 900, fully equipped gymnasium with showers for both boys and girls; shelter and playrooms; manual training shop; domestic science kitchen; separate playroom for boys and girls; club room for boys; a fully equipped library; teachers' rest room and lunch room, principals' office; several storerooms and a fully equipped dispensary and waiting room in connection with the same.

The building is of dark red shale brick with sandstone trimmings and is of steel, fireproofed with concrete. It is heated and ventilated by a combination of direct steam and indirect with plenum and exhaust fans.

With the annex of 1894 fronting on East 31st Street, the Mayflower School will have a seating capacity of 1,440. Construction of the new building was begun on June 20, 1908, and it will be ready for occupancy with the beginning of the spring term of 1909.

The Columbia School on Columbia Avenue, a short distance west of East 105th Street, will relieve North Doan and Parkwood Schools. It is believed that this will supply the needs of territory adjacent to East 105th Street, between Superior and St. Clair and east of the Boulevard, now rapidly building up.

The building is constructed of brownish red impervious brick of exceptional tone, with trimmings of pale cream terra cotta and is of reinforced concrete. The heating and ventilating is a combination of direct steam and indirect radiation with plenum an exhaust fans.

It will contain twenty standard school rooms with cloak rooms, an auditorium to seat 900, a gymnasium, boys' and girls' toilets, playrooms, office, rest room, and lunch room. The building will have sittings for 900.

HIGH SCHOOLS

On October 15, 1908, the Technical High School was opened to pupils and teachers in all departments. A full description of the building was given in the annual report of 1907, page 83. The building of the Technical High School was first broached and agreed upon, the bonds issued and the land purchased in 1906. Plans made by the School Architect were approved early in 1907, advertised May 6, 1907, bids received on August 5, 1907, and the first contracts authorized on August 9. Actual construction was begun August 30, 1907.

The original bond issue of $350,000 was not sufficient to complete the building and an additional bond issue of $100,000 was made in April, 1908.

The details of the purchase of the site for the John Hay High School have been completed, and it is now in readiness for the construction of the building, the plans for which are being prepared by the School Architect. It is estimated that this school will have a capacity of 1,000 and will cost approximately $250,000.

To care for scattered school population, 29 portable buildings were erected during the year at a cost of $25,620.

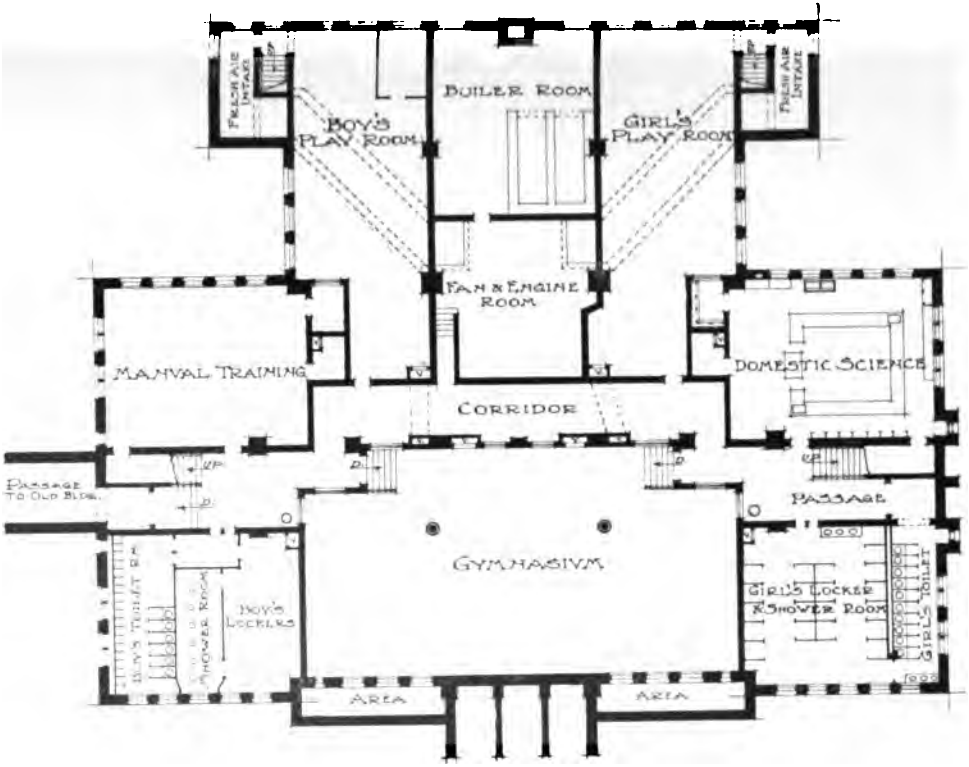
SITES

Land purchased during the year included:

Mayflower	$10,000
Landon	3,500
Total	$13,500

To this should be added balance of $16,388.54 paid on real estate purchase begun in 1907.

The land purchased at Mayflower School June 8, 1908 is at the corner of Orange Avenue and East 30th Street and comprises 60 feet 2 inches front x 120 feet deep, or 7,220 square feet.



BASEMENT PLAN
SCALE 1/16" = 1'-0"

Mayflower School

The land at Landon School was purchased September 21, 1908, for play ground purposes and to prevent the erection of a building close to the present school building, which might have interfered with lighting. It is 59 2-3 feet wide and runs the entire depth of the school lot 380 11-12 feet.

PROTECTION AGAINST POSSIBLE FIRE OR PANIC

The work of fire repairs done in the public school buildings since March 1, 1908, comprises the following divisions: (1) fire escapes or fire balconies; (2) cutting doors to these escapes; (3) cutting doors in first floor rooms to provide direct outside exits; (4) concrete steps from these exits to ground (6) fireproofing doors leading to basement; (7) providing separate fire gongs in each building operated by wire cord with stations on each floor, properly marked with signs; (8) an ax and saw for each building; (9) overhauling of all fire extinguishers and provision for one hundred new machines. Total machines now in use 475, all of the latest type and charged annually, unless sooner discharged; (10) a short fire code giving directions in case of fire.

(1) Provisions 1-6, inclusive, have been carried out in all non-fireproof buildings.

(2) Provisions 7-10, inclusive, have been carried out in all buildings—fireproof, non-fire proof and mill construction.

Fire Escapes

In erecting the iron fire escape stairways the state regulations were at first received and submitted to the City Building Inspector, who advocated some changes. These were then revised by the Superintendent of Buildings, approved by the City Building Department and resolutions were adopted authorizing the balcony fire escapes that have been erected on all the non-fireproof buildings of the Cleveland Public Schools, two stories or over.

As no plans of our older buildings were on file in the office of the Architect, it was necessary to draw floor plans for the buildings and fit the fire escapes to each building separately. This occasioned some delay, more so than would have been necessary had it been possible to construct all the fire escapes from one model.

The first fire escape contracted for was authorized by the Board April 13, and bids for fire escapes in groups of from three to six were received during the entire summer, the last contract being for Central High School on September 14, All of this work has been completed and the majority of it was finished before the opening of schools in September.

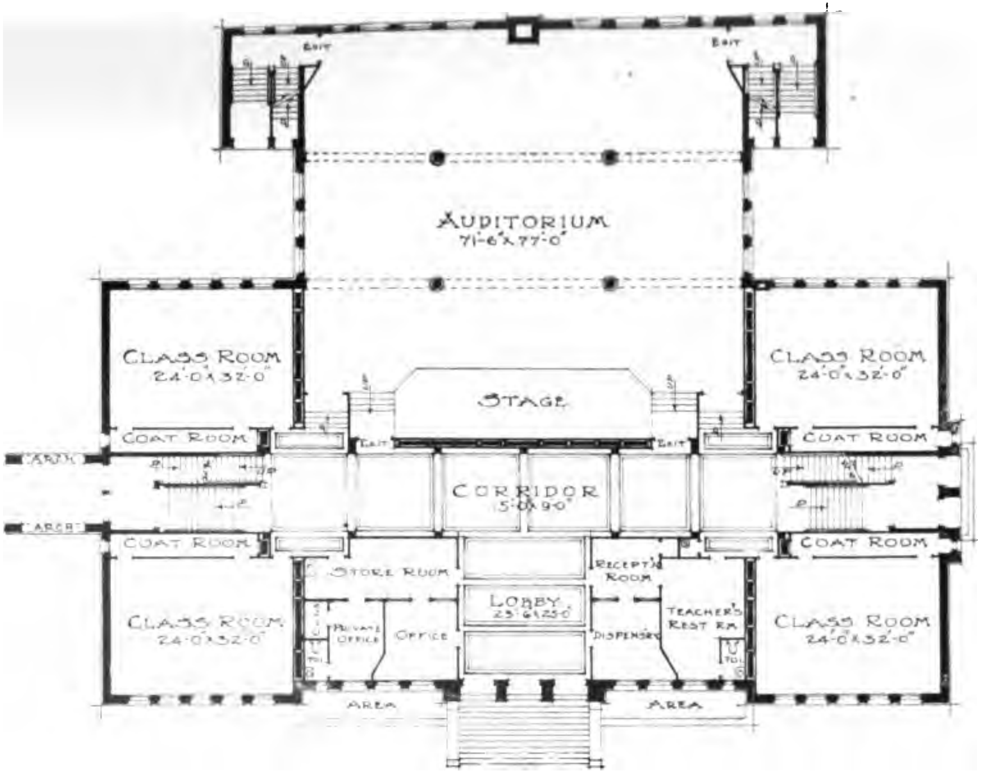
The following is the list of fire escapes constructed from May 1, 1908, to March 1, 1909, comprising sixty-eight schools and one hunhred and ninety-five fire escapes.

School	Floors	No. escapes
Tremont	3	5
Hough	3	5
Bolton	3	3
Case	3	3
South Case	3	4
Brownell	3	3
Fowler	2	4
Giddings	2	4
Miles Park	2	4
Warren	3	4
East Madison	3	4
Outhwaite	3	3
Gordon	2	4
Dunham	3	4
Detroit	3	4
Walton	3	3
Sackett	3	4
Fairmount	2	3
Denison	3	4
Scranton	2	4
Woodland	3	3
Kinsman	3	6
Sibley	2	2
Clark	2	3
Lincoln	2	4
Landon	2	2
East Madison (A)	2	2
Stanard (A)	2	2
Stanard (Old)	2	2
Broadway	3	3
Dike	2	2
Sterling	3	3
Kentucky	3	3
Waring	2	4
Orchard	3	3
St. Clair	3	3
Boys'	3	2
Huck	2	2
Hicks	3	4
Hicks (A)	2	1
Moulton	2	1
North Doan	2	3
Union	2	3
Prescott	2	1
Buhrer	2	2
Waverly	2	3
Hazeldell	2	2
Dawning	2	2
Parkwood	2	2
Marion	2	3
Woodland Hills	2	2
Rockwell	3	2
Lincoln High (auditorium)		2
Alabama	3	2
Glenville High (auditorium.		3
West High (auditorium)		2
Woodland Hills (auditorium)		2
Normal	3	4
South High (auditorium)		3
Pearl	2	1
Brownell (2nd a)	3	2
Meyer	2	1
Charter Oak	2	1
Central High	4	6
Wade	2	1
Murray Hill	2	2
Mt. Pleasant	2	1
Outhwaite	2	2

Fire Repairs

(1) Each first floor room was treated as a unit and an individual exit was provided from each room by cutting a window in each room on the ground floor of all non-fireproof buildings to the floor level and placing a door in the opening. This door leads directly to the ground by way of concrete stairs, thus giving the first floor rooms an individual and separate exit direct to the outside, leaving all halls free for the second and third floor pupils.

(2) In the same manner exits were cut on each floor where necessary, to the fire escapes. Where rooms do not lead directly to the fire escapes an inter-connecting door has been cut to the room leading directly to the fire escape. (1 and 2) 1,100 of these doors have been cut.



FIRST FLOOR PLAN
SCALE 1/16" = 1'-0"

Mayflower School

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The basements of all buildings of open joist construction have been fire-proofed by the use of galvanized iron with asbestos on all exposed work in basements and doors leading to basements in non-fireproof buildings.

Basements have been fireproofed in the following buildings: Central High, Central Manual, Glenville High, South High, Boys, Alabama, Barkwill, Bolton, Broadway, Brownell, Buhrer, Case, Central, Clark, Dawning, Detroit, Dike, Dunham, Eagle, East Denison, East Madison, Fairmount, Fowler, Giddings, Gordon, Hazeldell, Hicks, Hough, Huck, Kentucky, Kinsman, Landon, Lincoln, Marion, Miles, Miles Park, Moulton, Murray Hill, North Doan, Oakland, Orchard, Parkwood, Pearl, Prescott, Quincy, Sackett, Scranton, Sibley, South Case, Stanard, Sterling, Tod, Tremont, Union, Walton, Waring, Warner, Waverly, Woodland and Woodland Hills. This included the replacement of all wooden with galvanized iron ducts.

Further, all stairways leading to the basement have been protected by fireproof doors, this work being done at the same time the basements were fireproofed. In this work the buildings were treated individually, as the work differed so materially in each building that it was impossible to write specifications to cover any building or group of buildings in advance.

PAINTING

Despite the heavy demands upon the department for fire repairs during the summer vacation, painting of the interior walls and wood work, especially in the older buildings was not neglected. The following buildings were painted throughout inside: Harmon, Sibley, annex and auditorium; Warner, Waring, Sowinski, Mill, Barkwill, Fruitland, Miles Park, South High, Brownell, Kentucky, Warren, Quincy, Denison, Scranton, Woodland Hills, Stanard, Gordon, Sackett, Outhwaite, East Madison, Central Manual, Broadway, Wade Park, Quincy, Milford, Normal, Marion, Rockwell, Central High and thirteen portables.

TAX LEVY

On estimates furnished this department the Committee on Salaries and Appropriations recommended a levy of 11½ mills to the Board of Education on June 1, 1908, for the year 1909. The levy adopted on that date is divided as follows:

Tuition	6.50 mills
Building	1.85 mills
Contingent	2.30 mills
Bonds, interest and sinking fund	.85 mills
	11.50 mills

The receipts for 1909 will be based on the levy of 11½ mills, producing for the year $2,802,000.00.

TEACHERS' PENSION FUND

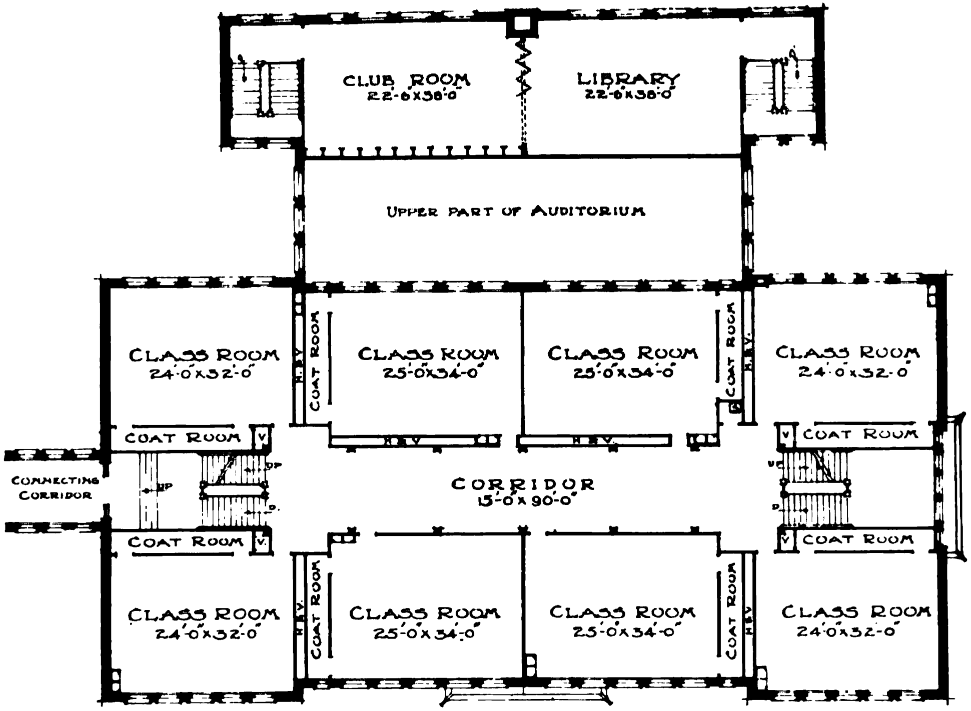
Under the present state law the Board must set aside each year one per cent. of the total tax receipts to be turned over to the treasurer of the Teachers' Pension Fund. This will amount in 1909 to $28,750.

In view of the fact of the teachers' pension fund in this city is in good financial condition and that from its last report made to the Board of Education, the income for 1908 was $28,010.69. It seems advisable in cities the size of Cleveland that the amount turned over to the Pension Fund should be left to the discretion of the Board of Education with a view to meeting the actual needs. Legislative action is necessary in this instance.

DISPENSARIES

During the year the Board opened the first dispensary in the public schools in a room built and equipped especially for the purpose at Murray Hill School. This dispensary has complete equipment for the examination and treatment of skin diseases and minor injuries. At its inception it was in charge of the district school physician, assisted by the principal of the school and eighth grade pupils assigned as nurses. This method was in effect during the greater part of the year, but in November the Board authorized the employment of school nurses. It was at first intended to have these nurses qualify as teachers and receive appointments from the Superintendent of Schools, but it was found that the state law did not permit the issuance of special certificates of the nature required for this work, and it was obviously impossible for nurses to pass the regular teachers' examination.

The Board therefore authorized the Director of Schools to make the appointments and two nurses were appointed



SECOND FLOOR PLAN
SCALE 1/16"=1'-0"

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one assigned to the Murray Hill School district and the second to Marion School in which district a dispensary was opened in September, 1908.

The Marion School will be regarded as a central point of operation for Marion and surrounding districts—Brownell, Sterling and Eagle, and the nurse will devote her attention to the several schools as time permits.

The first reports of the nurses made to the Director of Schools show that the work is of great benefit to the schools and is a necessity in some districts. I recommend that it be extended during the year as funds are available. A new dispensary fully equipped will be ready for use at Mayflower School early in 1909. Conditions in this district are such as to require the services of all the agencies which may be authorized by the Board to maintain an average standard of attendance. It is important that a nurse be appointed at any early date.

AUDITORIUMS

There are at present fifty auditoriums in the Cleveland Public Schools with a seating capacity of 26,736, providing for 60 per cent. of the schools. Four auditoriums were opened during the year, three in new buildings—Milford, Harvard, and the Technical High School—and one in an existing building, Woodland Hills. The latter auditorium was constructed by remodeling the third floor of the annex and providing a special fire escape. It was opened in October, 1908, and accommodates 600.

In furtherance of the policy of providing auditoriums wherever possible, plans have been drawn for the construction of auditoriums at Huck and Buhrer Schools, the necessary alterations to take place in 1909.

In addition auditoriums will be opened at Columbia and Mayflower new buildings early in 1909, each with a seating capacity of 900.

ROOMS USED FOR NIGHT SCHOOLS

The growth of night schools in the elementary grades over former years has been marked particularly in districts inhabitated by our foreign born population. The following table will exhibit the number so used in the various buildings on December 15, 1908:

Barkwill	1	Prescott	1
Clark	2	Stanard	2
Fowler	2	Sowinski	2
Hicks	3	Warren	1
Lincoln	5	Woodland	2
Outhwaite	2	Case-Woodland	4
Rockwell	1	East Madison	3
St. Clair	4	Harmon	8
Wade	1	Kinsman	1
Waring	1	Murray Hill	1
Boys'	4	Pearl	2
Eagle	2	Sterling	2
Fullerton	2	Tremont	3
Huck	1	Waverly	3
Meyer	2	Woodland Hills	1
		Total	69

Experience has shown that about 20 per cent. of these schools fall below the number of pupils which the Board requires in order to continue, after February 1st, and upon this basis, the average will be about sixty rooms for the year. The attendance at the night high schools was also the largest in the history of those schools.

IMPROVEMENT OF SANITARY CONDITIONS

Sanitary Conditions have had further attention during the year and new apparatus has been installed at the following old buildings: Hazeldell, Fairmount, West High, Miles, South Case, Willard, Fullerton, Bolton, Woodland Hills, Clark and Giddings Schools.

The heating apparatus in all the schools buildings has had careful attention, and special care has been given to the repairs of the same.

In this connection I wish to bring again to the attention of the Board the need of extensive improvement in heating and ventilation of some of our older buildings. I refer to such buildings as are heated by hot air furnaces and are without apparatus for automatic change of air. The importance of these proposed improvements lies, of course, in its bearing upon the health of our children and though the cost would be large, the expenditure would be amply justified on this ground alone. It is estimated that the saving in fuel which would be affected by these changes would nearly equal the interest on the expenditure involved.

Modern experience has fully demonstrated that the healthy child requires not less than eighteen hundred cubic feet of fresh air per hour, and our newer systems are so planned as to produce this result.

Statistiscal Building Chart

Until these older buildings are remodeled, in this respect, we cannot claim that they are standard or that the health of the child is fully safeguarded.

The work is of such a character that it could be laid out only by experts, and the cost would have to be met from a special bond issue. I present herewith a list of buildings in greatest need of these proposed changes with an estimate of the probable cost.

Approximate cost of removing all apparatus and installing new heating and ventilating systems in the following schools:

School	Cost	No. furnaces now in use
Bolton	$17,400.00	14
Denison	18,200.00	9
East Madison	17,600.00	14
Fairmount	10,800.00	7
Giddings	13,300.00	9
Gordon	10,700.00	9
Hough	16,000.00	15
Landon	11,000.00	11
Miles Park	10,000.00	9
North Doan	11,200.00	7
Sackett	15,200.00	7
Scranton	12,000.00	9
South Case	18,400.00	9
Union	13,000.00	9
Waring	11,200.00	10
Warren	15,000.00	9
Woodland	12,200.00	7
Woodland Hills	10,800.00	10
Pearl	6,000.00	3

Schools, 19. Cost, $250,000.00. Number furnaces, 177.

In conclusion I wish to thank the members of the Board of Education and the Superintendent of Schools for their hearty co-operation and good will in aiding the work of this department during the year just closed.

Respectfully submitted,

CHARLES ORR,
Director of Schools

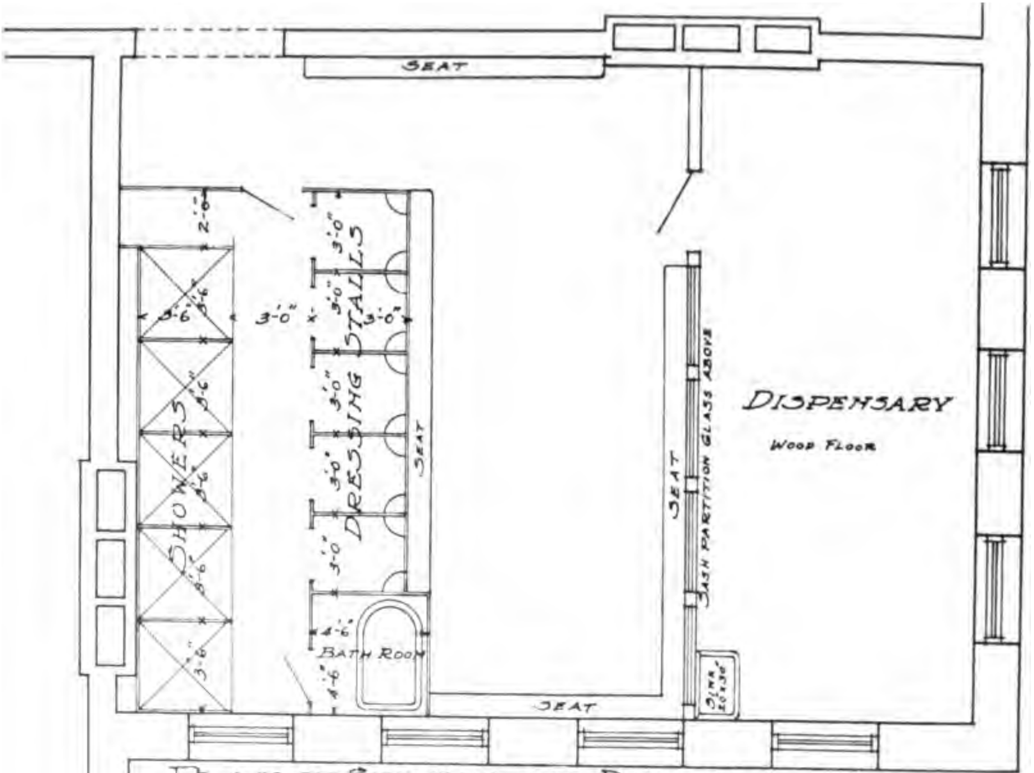
Cleveland, March 15, 1909.

Annual Report of the Superintendent of Schools

To the Honorable Board of Education:

In accordance with your rules, I submit herewith report for the school year ending September, 1908, being the seventy-second in the series.

In general the year's work showed encouraging progress. This was especially apparent in the increasing efficiency of instruction and in the growing sympathy between the home and the school. Teachers are realizing more and more fully that the child is the center of interest, not the text book, that all education finds its basis in observation and experiment, and that in consequence the school must give children positive contact with things and processes—first-hand experience; they are learning to connect school work vitally with outside interests and experiences and to employ simpler and more direct methods of teaching; moreover, they are making steady gains in their efforts to emphasize fundamentals, to subordinate or eliminate non-essentials, and to select important points of interest and enrich the treatment of these, thereby showing a belief in the wisdom of doing a few things well and a willingness to leave some topics for the future; finally, they manifest a gratifying tendency to regard quality in work as more important than quantity, to estimate progress by the development of power in pupils rather than by conventional standards of subject-matter, and to see to it that all better knowing leads inevitably to better doing, either in conduct or work. Throughout the year teachers devoted themselves most conscientiously in an effort to realize this ethical ideal in which knowledge registers itself in the daily life of the children and establishes itself in attitude and conduct and efficiency. Their excellent spirit of cooperation and earnestness in seeking to establish their work in accord with well-defined educational principles challenged admiration and merited commendation.



PLAN OF SHOWERS AND DISPENSARY FOR
HARMON SCHOOL

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Throughout the year distinct encouragement was given to the cultivation of mutual confidence and cooperation between the home and the school. No phase of school work is more important or far-reaching. To enlist the active interest of the home in the work of the children and in the welfare of the school is to foster mutual good-will between the teacher on the one hand and the parents and pupils on the other. Parents' meetings and mothers' clubs contribute valuable aid, the helpful and supporting influence of which was distinctly felt in the conduct of the school. Exhibitions of the work of the children were held with good results. Without mutual sympathy and cooperation the finer and better results of school training are lost to the child and to the community. At every point the home and the school should reenforce and supplement each other, working out their common problem in mutual confidence and good-will.

I

The Elementary School Curriculum and Methods

The course of study is, after the teacher, the most important factor in a good school. It can not, however, be perfected at one stroke; it is rather a growth and subject to ever changing needs and conditions.

Determining Social and Industrial Conditions

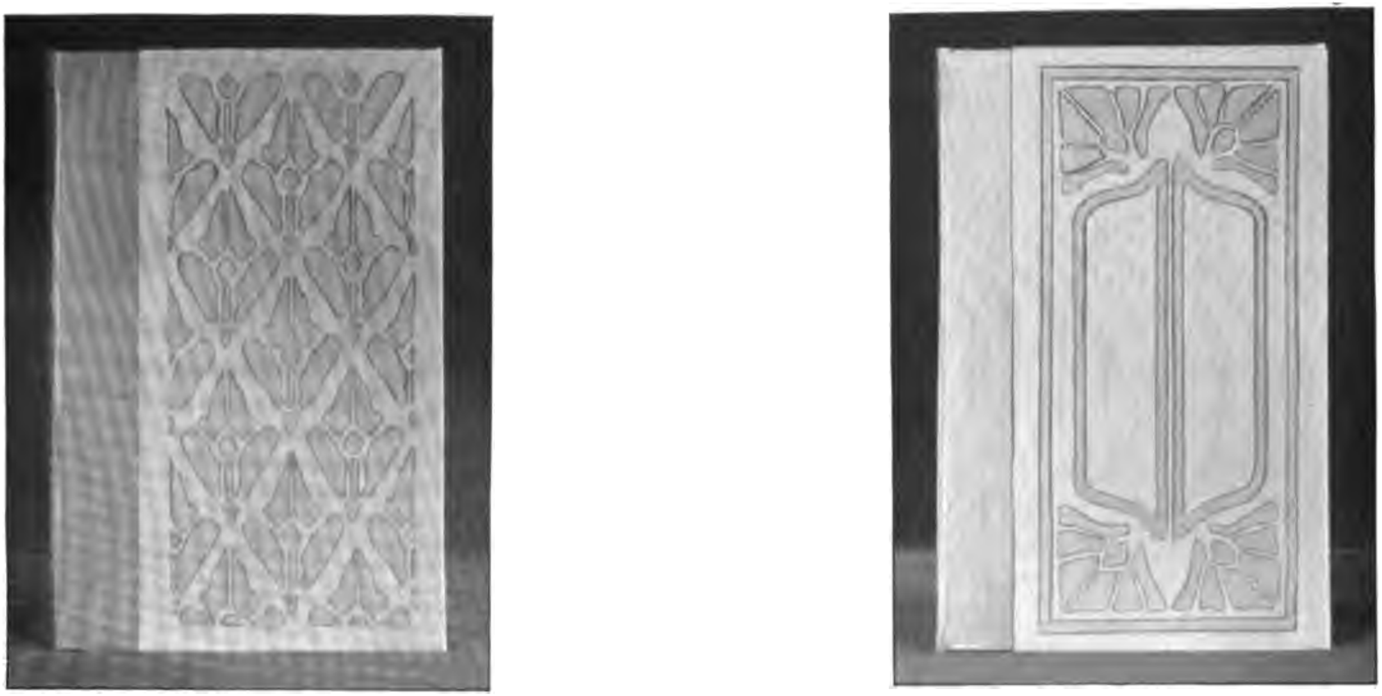
No people have undergone greater changes within the last hundred years than those of the United States. Our population has increased from three millions to eighty millions. From a people homogeneous in character we have become the most heterogeneous and cosmopolitan nation of the world. Like other great nations, we have become a distinctively urban people, twenty-five per cent of our population living in cities of twenty-five thousand and above. There has also been a transition from the simple work of the farm and hand trades to organized and concentrated industry, a transition from a people producing the simple products of the farm and the shop to one that manufactures more diversified articles and articles of greater value than any other nation in the world. In a word, our citizenship has become cosmopolitan, our life essentially urban, and our civilization essentially industrial and commercial.

These changes have wrought modifications in the American home. In the home of not long ago, children were surrounded by interesting and educative processes: the rearing of animals, the culture of plants, harvesting, threshing, carpentry, masonry, soap making, dairy processes, spinning, weaving, dyeing, garment making, laundrying, cooking, canning, preserving, and other operations rich in interest and in opportunity for developing observation, judgment, mechanical skill, and habits of industry. Young women, under the tuition of the mother, learned to care for the home and all that was directly and indirectly connected with it. Young men, under the instruction of the father, learned industrial operations connected with the farm or the shop, or were apprenticed to a trade which they learned as a whole. Much of this is changed. The ever-growing specialization in industry, the concentration of people in great centers, have left little to be done in and at the home, The modern youth is thereby deprived of the opportunity of gaining first-hand knowledge of a number of fundamental industrial and commercial processes, deprived of advantages rich in educative influence, and this too in an age when industrial insight and mechanical skill are at a premium.

Nowhere are the changes in social and economic life more apparent than in cities such as Cleveland. Our population is more than one-third foreign-born, and the diversified character of this foreign element is striking. For example, on the day a census was taken recently at the Brownell School, there were in attendance nine hundred forty-nine children. Of these, only two hundred seventy-five were the children of native Americans, while at least the fathers of the remaining seventy-one per cent were foreign-born, and belong to thirty-eight different races.

That the life of Cleveland rests upon industry and commerce and is essentially industrial and commercial is evidenced by the presence of three thousand five hundred manufacturing plants, representing an investment of one hunderd ninety millions and an annual output of two hundred ten millions. That Cleveland is to continue to be essentially industrial and commercial is revealed by the fact that the capital vested in productive industries has increased during the last decade sixty-eight per cent and there has been a corresponding increase in the value of manufactured products.

On the other hand, the concentration of a half million



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people within the confines of a single city and the dependence of a large portion of this population upon highly organized and specialized industries have transformed the average Cleveland home and robbed it of those crafts and occupations which formerly exerted such a wholesome educative influence upon the development of children.

These changes in the life of the larger social whole and those in that of our own community materially alter the conditions of individual existence. The individual, dwelling in the midst of a civilization essentially industrial and commercial, confronts a different problem from that of his forefathers. Life is no longer simple, nor are the requirements of a livelihood easily satisfied. The young men and women of to-day face a situation which demands on their part initiative, independence of judgment, practical knowledge, and industrial skill, and they must acquire this power, insight, and skill, if they are to do their part as members of the community and live as independent, self-respecting citizens. Nor is it sufficient that the few be able to meet the requirements of industry and commerce, for only four per cent of the breadwinners of our nation are in the professions and the public service, while the remaining ninety-six per cent gain their livelihood through some form of industrial or commercial pursuits. The age in which we live is practical and the requisites of successful life in it are likewise practical.

The people understand that changes have been necessary in the means of communication, travel, and transportation to meet the needs of modern life, that modern conditions have necessitated changes in our mode of life and in the character of the American home. It seems more difficult, however, for the public to understand that this new industrial and commercial age necessitates corresponding changes in the school, and that the present-day school must be different from that of the past, if it is to serve rightly the community supporting it and to fit properly the boys and girls of this generation for their place in a life that is essentially industrial and commercial. The present-day school must differ especially in its course of study and in its methods of instruction.

Course of Study Two-Faced

The curriculum of the present-day school must in a sense be two-faced, it must look backward and forward. It must on the one hand contain the best of the past: reading, writing, and arithmetic, and thereby equip the child with the tools of learning. On the other hand, the present-day curriculum must look to the present and to the future, look toward utility and early entrance upon life pursuit. In consequence, it must also contain those subjects suited to train not only the mind and the heart, but the eye and the hand—the tools of work, adapted to prepare children to live in an age predominantly industrial and commercial. In other words, the present-day school must teach the three R's and these must be taught better than ever before, and it must also teach those subjects suited to fit its pupils for the age in which they live and for the work they will find to do. To accomplish its purposes, the elementary school of this age must include, at the very least, within its course of study, of the old: spelling, reading, writing, and arithmetic, and of the new: geography, history, music, physical training, drawing, and manual training.

The Old or the Three R's

Though the three R's form that portion of the course of study characterized as old, these studies, like all others, are subject to the purposes of the present-day school and what is included has of late been radically modified.

Reading

Reading is the first of the old time studies which finds place in the present-day curriculum. There is, however, about as much relation between reading as now used in the school and as used fifty years ago as there is between the old time coach and a modern Pullman. Reading as employed to-day stands, to be sure, for certain attainments in oral expression, but it stands more especially for a study of literature, and for correctness of oral and written speech.

The old time reader was a catechism, a grammar, a book of science, a geography, a history, and a promiscuous collection of literary fragments bound together under one cover and dubbed reading. With the elimination of direct religious instruction and with the introduction of grammar, science, geography, and history as separate studies, the subject-matter of reading underwent a fundamental change and came to comprise literature only.

Equally fundamental is the difference existing between the literary selections found in the present-day and the old time readers. Many of the selections in the old readers were beyond the mental grasp of the child; they made little or no appeal to his instincts and interests; they enabled him to satisfy no felt need, and in consequence were relatively valueless as materials of instruction. In the second place, though certain of these selections were of the highest literary merit, a large proportion of them taught no great truth and were in reality literary trash. In contrast, owing partly to the fact that the literature of the world has been placed at the service of the child—having been rewritten in terms of his understanding, the materials of present-day reading are selected on the one hand with due regard to the immediate needs and mental ability of the child, and this is the reason why the readers of the primary grades now contain fairy tales, myths, legends, folk lore, tales of chivalry, and historical stories. For it is well understood that only that instruction is educative, has value for the child, which appeals to his instincts and interests, stimulates him to action and supplies him with the means of properly guiding and directing his activities. On the other hand, the materials of present-day reading are selected with reference to the social, artistic, or the moral truth they teach, as it is upon reading we must depend more than upon any other study to inculcate those social and moral truths that are fundamental to right personal living and basic in the life of the social whole. In a word, the selections of the present-day reader are subjected to a double test: Is this selection such as appeals to the instincts and the understanding of the child, and does it at the same time contain a social, artistic, or moral truth useful to the child under present social conditions? If a selection stands this dual test, it is used; if not, it is rejected. This test furthermore gives reading as definite a content as any other study of the school.

This insistence upon selections embodying a social, artistic, or moral truth has led to a further striking difference between the content of the old and present-day reading. In the old reader what literary selections there were, unless they happened to be short, were as a rule mere fragments. The child read Antony's Funeral Oration, but learned nothing of Shakespeare's Julius Ceasar. He read of the Coming of Gather-Gold, but knew nothing of Hawthorne's The Great Stone Face. In the new readers, masterpieces are given and are studied as wholes. For experience has led us to see that it is only through the use of literary productions as wholes that children come to appreciate the power and attractiveness of the author, to appreciate the atmosphere and beauty of the selection, and to comprehend the truth taught.

A further difference between the old and the new lies in the fact that the reading of the child, in so far as this was directed by the school, was formerly limited to what was in his book. The present-day school regards this as only a part of its work. It seeks in addition to interest the child in a wide range of supplementary reading, to acquaint him with a number of good books, to stimulate the use of the library, and thereby not only teach the child what is good to read, but also inculcate in him the reading habit—a valuable asset for all the after years of life.

However striking the contrast between the content of the old and the new reading, it is no more so than that between former and present methods. The old method began by teaching the child his letters, then the syllables, ab, ib, etc. These were then combined into words of one, two, three, and even of seven and eight syllables, great pains being taken to teach the spelling of each new word. Whether the child knew the meaning and use of the words learned was of little consequence. With a goodly number of words thus mastered, the child began to read. It mattered not whether he had thoughts and feelings to express or gave expression to any, the important thing was that he gain immediate control of the tools of reading. Present-day methods are opposite both in spirit and point of approach. The child is told a story that appeals to his instincts, intelligence, and imagination; he is led to repeat this in his own way that he may gain power and facility in oral expression. He is also led to make the story the basis of a game, to give expression to one portion of it through a drawing, to another through paper folding or other constructive activities; all of which is done that the child may have vivid appreciations, clear ideas, and strong feelings. With thoughts and feelings to express, with the motive for learning to read aroused, the formal work begins. Emphasis is, however, placed upon the sentence and upon the word as the means of giving expression to ideas and feelings, while the spelling of the words employed is at first taught but incidentally. The parent should therefore not be disturbed when the child during the first few months of school life seems interested in myths, legends, and stories, interested in drawing and manual constructions, in the making and reading of sentences, but more or less oblivious to the old-fashioned primer and to spelling. The child is acquiring that which is of more value and which will later enable him to master with ease and rapidity the mechanics of reading and the details of spelling.

Equally different are the methods employed in the upper grades. In the old reading, the emphasis was placed upon oratorical or elocutionary effect. Many a child was able to read from a mere mechanical point of view that which he scarcely understood and what he did understand was due to a process of absorption rather than to direct instruction. In contrast, the new method studies the selection as literature, care is taken to bring the child into its atmosphere, to bring him to the beauty, thought, and feeling embodied therein. Then and then only is he permitted to read it orally. Even then he is not urged to strain after oratorical effect, but asked to read with the view of giving simple and intelligent expression to the thoughts, feelings, and sense of beauty acquired through his study. In short, the new method emphasizes interpretation and appreciation, which renders reading an aid to all the other studies of the school, while the old emphasized elocutionary endeavor.

Reading as the term is now employed also includes what is called grammar and composition. The grammar taught, is however, not the old formal kind which afforded a world of technical difficulties, but had little or no influence upon either oral or written expression. It consists rather of a few of the more simple and practical principles of language which find daily use in conversation and in ordinary business. The principles taught are given direct application in composition, where the child is led to use them in both oral and written exercises. In this language work the child is practiced in simple narration and description, in business forms, in the writing of different kinds of letters, of invitations, and of reports of entertainments and clubs. In a word, the child is exercised in the common and ordinary uses of language. Grammar and composition are thus made useful and a direct aid to correct expression.

Reading as it appears in the modern course of study is therefore quite different from the old time reading and fulfills its purpose when the child acquires through it the power of simple and correct oral and written expression, a taste for and a reasonable knowledge of good literature, and insight into the social and moral principles underlying individual and social life.

Spelling

The spelling of today is also quite different from that of times past. The old spelling sought to acquaint the child with every important variety of words, it had as its field all the words of the English language. For this reason, it had little relation to practical educational ends.

The spelling of the present-day has, on the other hand, a definite educational purpose and what is included within it is therefore conditioned by interests apart from what might belong to the subject when taken in its entirety.

The subject-matter of a study as a school subject is determined on the one hand by what the child is able to comprehend, appreciate, and use at the given time, and it is determined on the other by what is essential for him to know that he may be prepared to take his place in a given community, be prepared to live therein a full, rich, personal life and to do therein his part as a citizen. Such a basis of selection not only supplies the grounds of determining the content of a study as a school subject, but also supplies the grounds of simplifying it for school purposes.

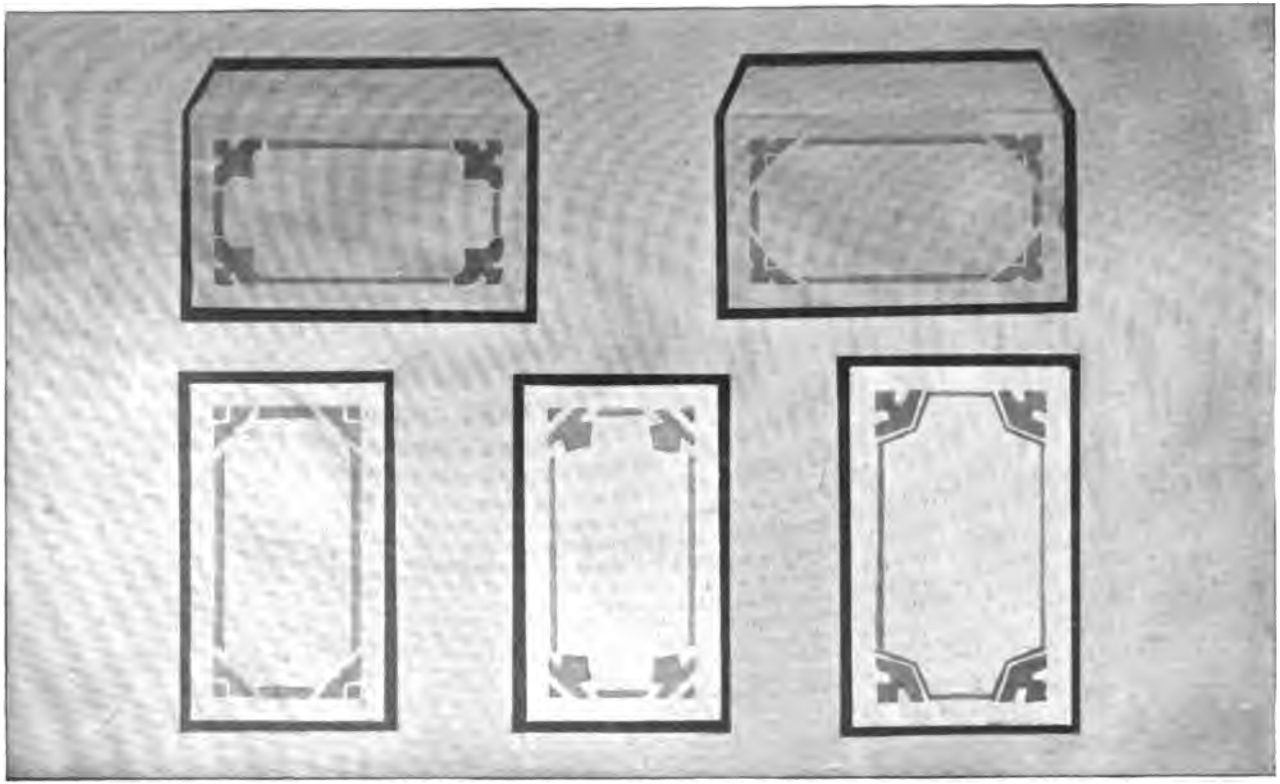
When the words in spelling are selected with due reference to the needs of the expanding life of the child and to what will be of use to him in this community, they differ radically from those of the old speller. The difficult, unusual, and strictly technical words made so much of formerly are missed, but there are found those the child ordinarily uses, those he hears employed in conversation, words drawn from the other subjects he is studying, and those the average citizen finds of use in daily life. It is such words selected with reference to present and future utility that constitute the content of the spelling in our schools.

In the present-day teaching of spelling, attention is concentrated upon those words shown by experience to be difficult for children and often misspelled. In fact, the most satisfactory results have been attained through the presentation, each day, of but two such words; these are carefully studied and are reviewed from time to time until thoroughly fixed. Care is also taken to teach the more common and useful rules of phonics and spelling, the correct syllabication, pronunciation, and the ordinary meaning and use of the words learned.

The new spelling, in contrast to the old, contains, then, only those words the child can understand and that are used in daily intercourse and in the more common occupations, and we believe it has served its purpose when the child has mastered these.

Writing

Writing as a school study changes little in its content from generation to generation. The chief changes have been in style and methods of teaching. Fashion has had much to do with the type of writing in vogue, whether it



Construction and Applied Design—Primary Grade

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was ornate or simple, oval or contracted, vertical or slant. Whatever the styles of the past—and many have had their day, we have cut with a ruthless hand from the writing of our schools all that interferes with simplicity, clarity, and speed, and teach a style slightly slanted and of great simplicity, a style in accord with present taste and well suited to the needs of the age.

In teaching penmanship, the child is trained, through the use of the copy-book or examples set by the teacher, in a free fore-arm movement, which experience has taught is the most conducive to ease, speed, and efficiency. Though correctness of form and the essentials of the fore-arm movement are insisted upon, consideration is given to the individuality of the child and only those expressions are suppressed which interfere with the acquisition of a simple, clear hand and with the attainment of ease and speed.

Simplicity and clearness in style and ease and sped in execution are then the distinctive marks of the writing now taught.

Arithmetic

The principles of arithemtic are, it may be said, the same today as yesterday, and for this reason the arithmetic of today must be the same as that of fifty years ago. This inference might be true were arithmetic treated as a science. The child, to be sure, might be taught to add, subtract, multiply, and divide whole numbers, common and decimal fractions; he might also be taught the relations existing between numbers involved in percentage. This might be done with numerals apart from whether they represented dollars, bushels, or any other concrete quantity. To treat arithmetic in this way would be to regard it as a science, and would result on the side of the child in a series of mental gymnastics, but in no practical insight. Still it is only through thus regarding and treating arithmetic that it is possible for the arithmetic of the present to be like that of the past.

Arithmetic as it finds place in the schools of the present is not regarded so much as a science, as the science of number applied to business operations; and where the present-day arithmetic differs from that of the past is in the emphasis upon utility and in the particular application made of arithmetical principles and processes.

When the important thing in arithmetic is taken to be insight into and arithmetical control of business operations, its subject-matter changes with every considerable development in business. No subject illustrates more clearly the necessary relation between the needs of individual and social life and the content of school subjects. Let any important change occur in the mode of transacting business and from the very nature of the subject this must be reflected in arithmetic. The table of United States money and examples in reduction did not find place in pre-revolutionary arithmetic; there were no such problems in daily intercourse. One looks in vain for the subject of insurance in the older books. Insurance is a late development and finds place only in the books of a later date.

This emphasis upon the practical and useful led to a difference between the old and the new in the themes studied, as the present-day basis of selecting topics is to find what is fundamental in the methods and processes of the industrial and commercial world and make these operations and their arithmetical control the subjects of consideration. By virtue of this basis of selection, we no longer find such topics as troy and apothecaries' weight, the less important tables of foreign money, highly technical and special portions of subjects like mensuration; we no longer find such themes as circulating decimals, alligation—medial and alternate, arithmetical and geometrical progression, all of which are antiquated or of questionable value to the average citizen. But we do find such subjects as the arithmetic of the home,of the grocery, of the farm, of lumbering, mining, manufacturing, such topics as the arithmetic of masonry, of carpentry, of the commission house, of the bank, of the stock company, etc., topics rich in content and that go to the heart of modern business interests and activities.

A further difference between the old and the new arithmetic is in the emphasis given particular themes. In the old, topics were considered of about the same value and about the same amount of time was devoted to each. In the new, the value of a subject is not determined with reference to arithmetic as a study to be known, but with reference to what extent the process finds application in present-day business. From this point of view, we have come to see division is one of the more important of the fundamental operations, that decimals are of far more significance than common fractions, interest than partnership; we have come to see that a very small amount of time suffices for foreign exchange, longitude and time, square and cube root, if indeed certain of these cannot be eliminated.

There is also a difference between the old and the new in the way subjects are treated. In the old, the arithmetical process was considered apart from the industrial conditions and business practice giving rise to it. In the new, business relations and practice are studied with care and the knowledge gained made the basis of appreciating a given arithmetical process and its application.

Again, the old arithmetic proceeded on the theory that the value of an example lay in the power gained through its solution. The examples of the old arithmetic were, as a result, formulated without regard to business practice, were theoretical and abstract; in fact a considerable portion of them were trick or puzzle problems, while their solution yielded no useful information. To illustrate: "Had an article cost 10% less ,the number of % gain would have been 15 more; what was the % gain?" "A tin vessel, having a circular mouth 9 in. in diameter, a bottom 4½ in. in diameter, is ¼ part full of water. What is the diameter of a ball which can be put in and just be covered by water?"

The new arithmetic holds, on the other hand, that in life problems arise out of actual conditions and are solved for the sake of gaining useful insights. The problems of the new arithmetic are, in consequence, formulated with reference to industrial conditions and business practice; they are for this reason concrete and their solution not only yields valuable information but practical arithmetical power. To illustrate: The number of manufacturing plants in Cleveland was in 1897, 2,927; in 1907 there were 3,740. What was the per cent of increase? Furthermore, the long and complicated problems of the old arithmetic, with their nine, twelve and fifteen figures, with fractions having denominators running into the hundreds and thousands, have disappeared and have been replaced in the new by more simple problems which conform more nearly to business practice.

Not the least of the differences between the old and the new arithmetic is in the methods employed. The old method made little effort to utilize the home experiences of the child, or to enrich these through the use of objects, constructions, measurements, mimic business activities, or through the study of the simpler trades like the meat shop, grocery, etc. Appeal was made to memory alone. Drill, forever drill was the slogan. The new method, by contrast, makes free use of home experience and enriches this through constructions in drawing, paper folding, manual exercises, or through measurements involving number and arithmetical operations. With the basis for the desired instruction laid in experience, the child is brought to appreciate the meaning of number and to understand the simpler arithmetical processes. If, for example, liquid measure is to be taught, certain of the liquids and articles used in the home, such as vinegar, milk, strawberries, etc., are called to mind. The child is led to see there is need of some means of measuring these as a basis of buying and selling. With the motive for learning developed, pint, quart, and gallon measures are brought into the school. The child is then guided in making actual measurements and in determining the relation between the different units. In this way, the desired table is worked out. When the practical need of such a measure is made clear, when the standard unit and its relations to the higher ones is understood, then and then only is the child required to commit the table. He is also drilled upon it, not however in the old abstract way, but through being led to discover other ways in which the given measure is employed, and through being practiced in the measurement of different articles. Moreover, after several of the more common tables are developed, the school is organized into a bakery, a grocery, or a dry-goods store, and the children trained in measuring, buying, and selling. Thus the child not only comes to know given tables in a real way, but he also gains insight into different kinds of trades and into different types of business practice.

Similarly in the teaching of the higher processes. Under the old method, the child was constrained to commit the definitions of commercial terms, to commit the rule for solving problems — say in commisssion and brokerage, and was drilled in their solution. Present practice, on the other hand, takes the child, when possible, to the commission house, lets him see the produce coming in from the country, lets him see the commission merchant receive the bill of consignment, receipt it, sell the produce, deduct his commission and return the proceeds to the owner of the goods. With this experience as the basis of instruction, the teacher makes clear the necessity of such a business, studies with the child each step in the process, studies the different forms of bills and receipts, the reason and purpose of each. With this done, the child is led to solve for himself type problems in commission and to formulate the rule. That the instruction may be rendered more effective, the school is then organized into a mimic commission house and the children practiced in the different parts of the business. In like manner are stocks and bonds, banking and other commercial processes presented. Arithmetic in the upper grades is thus rendered real and as much a study of business forms and practice as of arithmetical principles and processes.

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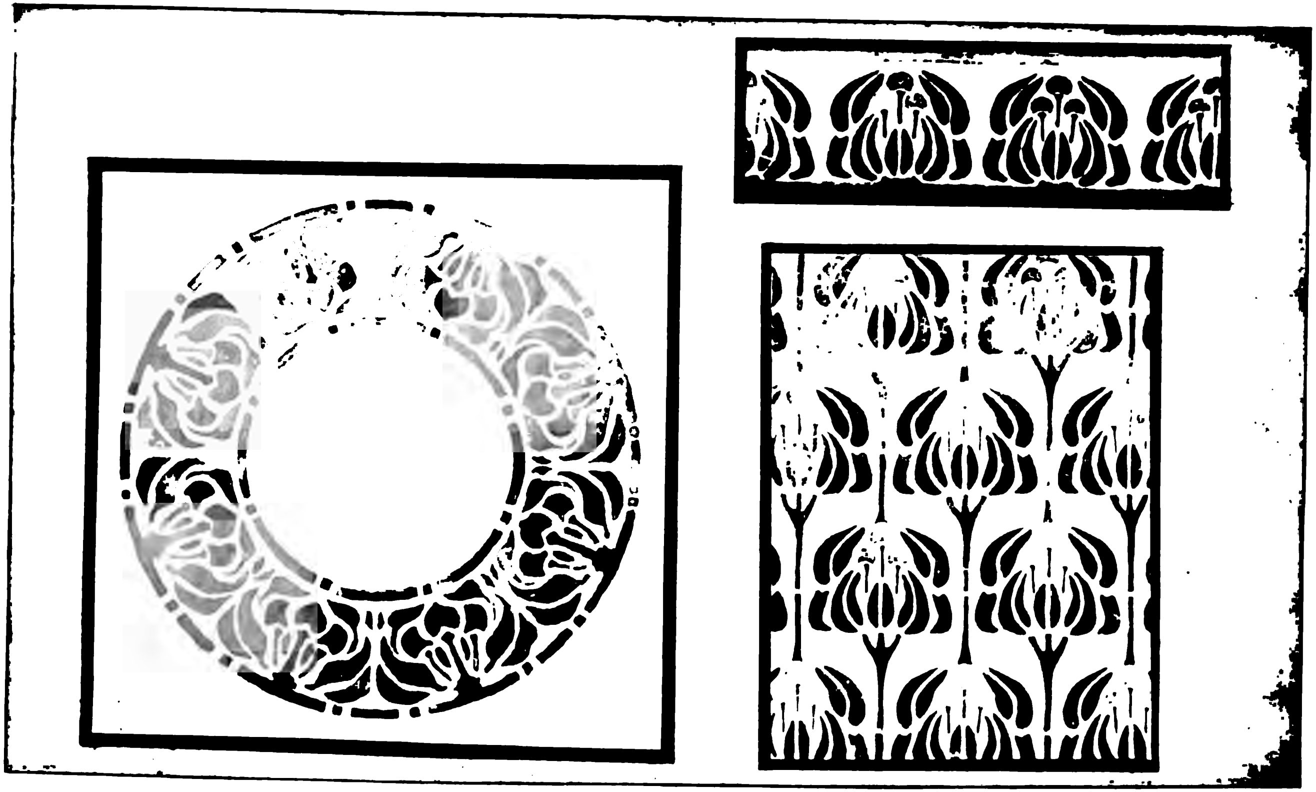


Design High School

To summarize, the old arithmetic was strong in theory the new strong in practice; the former complex, the latter simple; the one abstract, the other concrete; the old unattractive and dogmatic in method, the new attractive and natural; the old emphasized only arithmetical power and skill, while the new seeks to give knowledge of industrial and commercial operations and business practice as well as develop power and skill in their arithmetical control.

The New Three R's

The three R's: reading, writing, and arithmetic, as they appear in the modern course of study are, therefore not the same three R's that were given such large place in the schools of the past and that receive such popular acclaim at the present time. They are changed; theyhave been modified by the increase in the materials of culture, by the needs and demands of a new industrial and commercial age, and by new conceptions of education. These changes should not, however, be lamented any more than we lament the fact that the candle gave way to the kerosene lamp, the kerosene lamp to the electric light, for, though there is still need of light in the home, we have it more convenient and in greater abundance than formerly. So it is with the three R's. There is still need of them in the school. We still have them, richer in their content, more attractive and practical in their appeal, more virile in their influence, better adapted to serve their great purpose in the education of the masses, and better taught than ever before.

The New: Geography and History

Geography and history are among the old subjects of the course of study. Still they have never held a place in the popular mind along with the three R.'s. Yet when added to the three R's, these subjects taken together are termed the fundamentals.

Geography

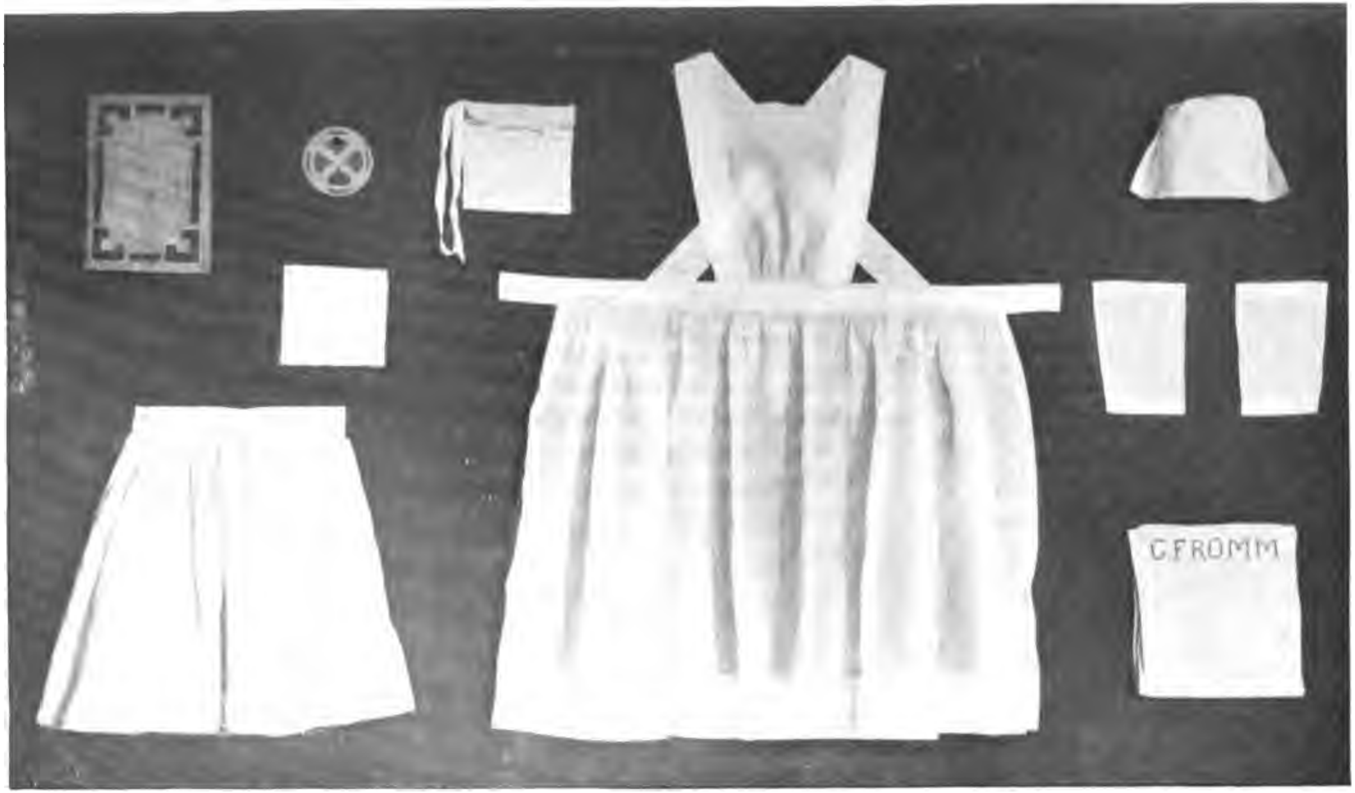
No subject of the elementary school affords a wider range and a greater variety of materials than geography. It has as its field the world, and as generally considered includes facts about the physical features of the different natural divisions, facts about climate, flora, and fauna, facts about the political divisions, industry, and commerce, and about the mode of life and the government of different peoples. When thus regarded and taught, geography resolves itself into a mere conglomeration of names.

In no other study has the same method been pursued. Though all peoples possess a literature of greater or less value, this is in large measure ignored, and the content of our school readers is limited in the main to selections from English and American authors. Though the science of arithmetic is everywhere the same, its application varies with the nation, and consequently each people has its arithmetic. Still we make no effort to teach the arithmetic of all nations; we merely teach that portion of the science and that aspect of arithmetical application most useful to American citizens. So also ought it to be with geography. For experience has shown that to teach the geography of the world results on the part of the child in the acquisition of an aggregation of facts of little worth, and if we would make geography real and vital, we must confine our geographical instruction primarily to the geography of the United States and consider that of other countries only to the extent this affects the welfare of the American people.

Even when the scope of school geography is essentially narrowed to the geography of the United States, its content is not to be determined so much in view of the interests of the study as a science, as in view of the needs and demands of an industrial and commercial epoch. For that of value in this age lies not in names and locations, but in an appreciation of how industry and commerce are determined by geographic conditions, how American history has been modified, and how life in America is subject to geographic control and influences.

This view of the valuable serves also as a basis of simplifying the study. It redeems geography from a bewildering maze of isolated facts which may be increased without end, and gives to it as its aim, the development of a definite body of geographical conceptions and principles. When the teaching of principle is made the end of geographic instruction, the presentation of every possible fact is no longer necesssary; there is need to present only such as are required to make clear the principle in question and its application. For there is no more need that the child know every possible geographical fact, than that he know every problem that might arise under a given rule in arithmetic; the principle and its application—and not facts are the things of importance.

This concentration of geographic instruction upon principle makes possible the selection of a few vital topics for study, such as climate, soil, the more important land forms: coast and coastal plain, mountain system, river



Sewing— Fifth and Sixth Grade Class Room Work

The instruction is given by the regular grade teacher

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system; it makes possible the classification and consideration of industries according as these are controlled by natural conditions or natural products: such as farming, stock-raising, lumbering, mining, milling, woodworking, iron, coal, oil, clay, and textile industries: it also makes possible the consideration of modes and methods of transportation and communication as conditioned by geographic influences, and the treatment of centers of population with reference to their geographic determination.

Even when instruction is concentrated upon a few selected topics, these are not to be regarded as of equal worth. The peculiar relation which geography bears to industry and the definite needs of this age require that topics having to do with geographic conditions which influence industry and industrial processes be made of first importance. Indeed, so strong are the needs of the times, and such is the opportunity afforded, that geography must seek above everything to give the child a clear knowledge of the principal industries as these are determined by natural conditions and products.

This concentration upon a few topics makes possible the selection of types as the mode of approach to a given geographic conception. The Atlantic coast and coastal plain are typical in their geographic significance of all coasts and coastal plains, and when the child understands what their importance has been in the development of our country, it is not necessary that he should study in equal detail all the other coasts and coastal plains of North America. Similarly, when the child has come to appreciate the influence of the Appalachian Mountain system upon industry, upon transportation and communication, upon character, upon the history of our country, he knows the essentials about all mountains. Likewise, when he understands the significance of the Mississippi River system to production, to transportation, and to communication, understands what it meant in the early development and what it now means to the life of our nation, he knows to a large degree and can determine with ease the importance of any other river system, and to study all other rivers with care is a waste of time. So also to study Cleveland, as a center of production and distribution, with reference to its geographic determination, is in reality to bring the child to appreciate the material factors conditioning the life and development of every other city, and to study all cities in like detail is to tax the child with materials of little worth. Other cities may and should be located and one or two other representative ones studied with care to make more clear geographic influence and control, but to go farther is unwise.

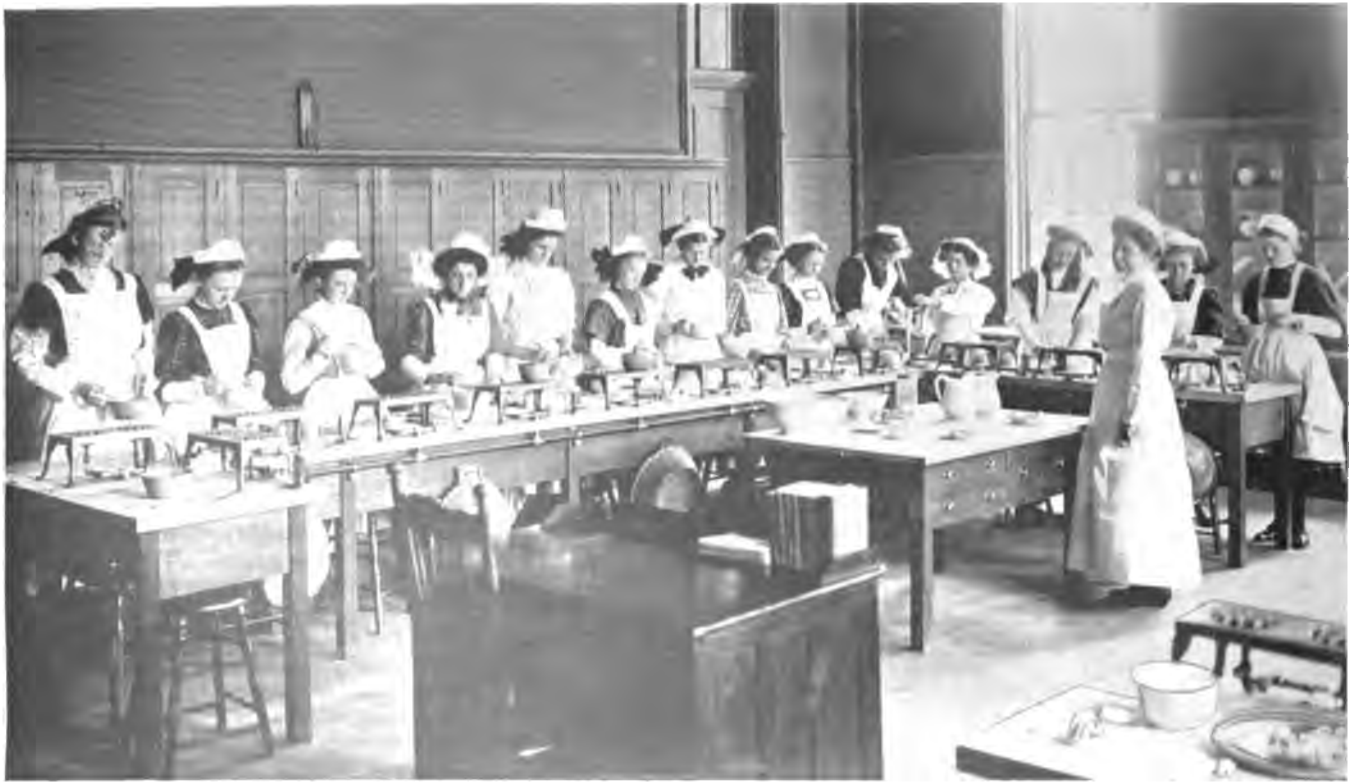
The use of types has brought about a material change in methods. Attention is no longer confined to the few printed facts given in the text, but where possible the children are taken to see the geographic phenomenon or to visit the industry under consideration, and the facts gathered from direct observation are made the basis of instruction. Where actual observation is impossible, free use is made of samples, of pictures, stereopticons, drawings, models, maps, charts, and detailed descriptions. Every effort is thus put forth to make the instruction real, to give the child vivid picture-ideas, genuine appreciations, and correct and lasting impressions.

Present-day geography is confined, then, more or less strictly to the study of our own country, principle rather than fact is rendered important; emphasis is placed upon geographic conditions influencing industry; the type is made the basis of study; and instruction is rendered effective through observation, visitation, and every means that adds to vividness and reality.

History

History, even if limited to that of the United States, ranges over a broad field and includes within it a world of materials. The problem confronting the teacher in the present-day school is not what may be taught, but what should be taught.

The life of the American people manifests itself in six different directions or in six different phases: the industrial, the social, the political, the intellectual, the artistic, and the moral-religious. To the industrial phase belong those activities related to production, distribution, and consumption of things satisfying our material needs. The social phase comprises our ideas of the family and of family life, our social customs, ideas of social intercourse, and gatherings for social purposes. To the political phase belong all forms of local, state, and national government, and the activities of the people and officials related to their administration. The intellectual phase comprises our schools, the press, and those associations having as their object the increase and diffusion of knowledge. Similarly the artistic phase includes our ideas of the beautiful and those activities of individuals and societies having to do with the production and preservation of the beautiful and with its enoyment. While to the moral-religious phase is to be as-



Home Science— Seventh and Eighth Grade Classes

Pupils wear the uniform which they made in sixth grade

sociated our ideas of morality and religion and all institutions having as their object the inculcation of moral precepts and religious truths.

Since the life of the American people manifests itself in these different phases, the on-coming citizen to be prepared to take his place in our social order and do the best for himself and his part as a citizen must understand the determining conditions and customs, the larger principles and ideals underlying each phase of our national life.

The basis, therefore, of determining what shall be taught in United States history does not lie in American history as such, nor in the past, but in the present; in what it is necessary for the future citizen to know that he may understand and appreciate the underlying ideals, the component institutions, and the form activities take at the present time in each phase of our social order. In a word, United States history in the present-day school finds its aim not in aiding the child to comprehend the past, but in aiding him to act in the present. And the question to be put to every historical fact to be taught is: Will the appreciation of this event enable the child to come to a fuller knowledge of present life, conditions, and problems?

With present conditions and problems as the basis of selection, much that was formerly taught in American history has been eliminated. We no longer make wide excursions into the history of Greece, Rome, and the Middle Ages, and only that in English history is considered which has direct relation to our own. We no longer study every man who might have made a voyage to North America, only those explorers receive attention whose discoveries influenced the development of the American people. Nor do we longer consider each of the colonies, only those are passed in review, the study of which yields insight into present life and ideals. Dates are to a large extent ignored, likewise the details of battles, and unimportant names and events. In a word, only that is studied which has significance for present-day citizenship.

Present conditions and problems serve also as the basis of determining the range of materials. For there must be admitted into school history not only such material as will enable the child to appreciate one line of our national development, say the political, but also such as will enable him to understand present life in each of its phases. In consequence, present-day United States history is no longer primarily political and military; it is rather industrial and social, and yet within the limits of their respective importance, it includes also the more significant facts with reference to the development of our educational agencies, our art, and our religious institutions.

Present conditions and problems furthermore serve as the basis of determining relative values. In times past, the attention given an event was largely conditioned by its intrinsic interest and by the materials available. Ten pages and a corresponding amount of time might be given to De Soto and a single paragraph to the political ideals of the Puritans; a series of lessons might be devoted to witchcraft, but not one to industry, commerce, or schools. Wars were delineated in detail, while inventions, movements in trade, in social life, art, and religion, were ignored. This is now changed; the attention given a fact, an event, is conditioned by its significance, by its influence upon the present

Present conditions and problems serve finally as the basis of organization. Formerly, the events presented were associated with their date, with the colony or the administration in which they occurred. In contrast, facts are now organized more especially with reference to the principle, the custom, the condition, the problem upon which they throw light. If, for example, our financial system is at issue, the facts presented with regard to Hamilton's financial policy are, to be sure, connected with other important events of Washington's administration, but they are more particularly associated with what was learned about Jackson's financial ideas, these with the financial policy of the Civil War, and all are joined with the financial legislation of Roosevelt's administration. There is thereby left in the child's mind a clear and connected view of the development and present status of our monetary system.

History as it finds place in the best schools is therefore not so much dominated by what happened in the past, as by what is of importance to know in the present, and it has fulfilled its purpose when it has enabled the child to appreciate the ideals underlying the different phases of our national life and to understand the movements and forces that have brought about our social order. Thus armed, the oncoming citizen is at least in a measure prepared to enter into the life of our democracy and to do his part in its continuation and improvement.

Correlation of Geography and History

History and geography are as a rule regarded as separate studies and are commonly so treated. The relation between the two is, however, very close. For, when the significance of a given geographical phenomenon, such for example as the Appalachian Mountains, is brought to view, that is, when we see how these mountains confined the early settlers to the coast, when we see how they stood for years as a barrier to the westward movement and thereby gave the English colonists a solidarity which otherwise would have been lost, when we see how they determined the early as well as the present routes to the West, we are in reality in the realm of history. On the other hand, to understand why the English settled along the coast, why they remained there so long, and why they took the routes to the West they did, necessitates a study of geographic conditions. History and geography thus supplement each the other, and it thus takes both the geographical and historical view to yield the completed one.

Because of this relation, history and geography are taught in conjunction. The two are so ordered, that each contributes the maximum to the understanding of the other. The period of colonization is presented, for example, in history, while the geography of the New England, Middle Atlantic, and Southern States is taught.

By thus teaching the geography and the history of a region together, the work in each is simplified, the time requirement for each lessened, and the instruction in both is enriched, and rendered more rational and permanent in its effect.

The New: the Special Subjects

It is this portion of the curriculum of the present-day school that is subject to such wide-spread and persistent criticism. This criticism is due, however, to a misunderstanding of the purpose of these branches and of their significance and not to any inherent weakness in them. Indeed, there is no part of the present-day curriculum that needs be given more consideration and emphasis.

Music

Music has long had a place in elementary education. If it served no other end than to relieve the long periods of exacting work, to cheer the children, to brighten the atmosphere, and to bring into the school a spirit of harmony and mutual helpfulness, this alone would justify the place it occupies in the course of study. But music serves other purposes.

Life is not all labor; it is also enjoyment. One of the purest sources of this is opened to the child by music. We

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The New: the Special Subjects

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Life is not all [illegible] purest sources of this is [illegible] have music in the home, in the social circle, on patriotic and festival occasions, at the opera house, and in the church. The one who does not enjoy it is thus deprived of much that contributes to pleasure, contentment, and happiness.

In the music of the present-day school, singing is emphasized rather than technique. Only that technique is taught which is necessary to enable the child to understand and execute the simpler melodies. The songs used are those that give pleasure to the children, that might well find place in the home and social gatherings, our national airs, and those especially adapted to cultivate an appreciation of good music. For the object of school music is to cultivate appreciation even more than ability to sing.

To the one, however, who can sing, there is opened a new avenue of self-expression and the way to participate in a variety of social activities, such as participation in the music of the home, of the social gathering, of patriotic and festival exercises, or of religious services. On the other hand, to develop in the child an appreciation of good music not only opens to him a new source of pleasure, but subjects him to a world of helpful and refining influences. For music is a powerful agency in inspiring faith, in kindling courage, in cultivating gentleness, in alleviating sorrow, and in ennobling the spirit of man.

Yet it is this value of music to the life of the school, its value as a medium of enjoyment, its helpfulness in social and religious affairs, and its refining and elevating power, that is ignored by those who criticise the place given it in the school.

Physical Training

The transition from a rural to an urban people, the increasing demands made upon mental and physical strength by our industrial system have rendered important the question of health. That the health of the rising generation may be conserved, physical training finds place in our schools. It comprises, as the term is employed, physical exercises, physiology, hygiene and sanitation.

The giving of school time and the expenditure of public money upon physical exercises could not be justified were these such as merely amused the children and produced bodily exertion. But the physical exercises of the school have a different import. However strange it may seem, few children—and even few adults for that matter, know how to stand, sit, walk, or breathe correctly, and much of ill health is due to these causes. The physical exercises of the school aim in consequence to correct faulty and to secure good posture, to secure correct ways of walking, sitting, and breathing; they seek also to stimulate the vital organs of the body and to develop vigor, to train to quick and definite action, and above all to give bodily control.

The physiology of the modern school is not of the systematic kind, as it is taught solely with reference to its relation to health. For this reason, this instruction is limited to a consideration of the more important parts of the body, of the principal bodily organs and their respective functions, such as the skin, the eye, the ear, the nervous, the circulatory and the digestive systems. Even this is not given so much that the child may know himself as a physiological mechanism as that he may be able to understand how to care for himself.

With the foundation laid in physiology, lessons are given in hygiene upon the care of the skin, the eye, the ear, the teeth, upon the need of rest and sleep, of fresh air, and of wholesome food. Under the title of "first aid to the injured," the child is instructed in how to care for cuts, bruises, burns, scalds, fainting, etc. He is also taught the more common contagious diseases, modes of communication, and methods of treatment, and is acquainted with the simpler problems and principles of home and municipal sanitation.

By thus rendering instruction in physiology, hygiene, and sanitation direct and practical, by making physical exercises contribute to vigor and right bodily habits, the school becomes a powerful agent in protecting and promoting the health of the individual and of the community—the first concern of life.

Drawing

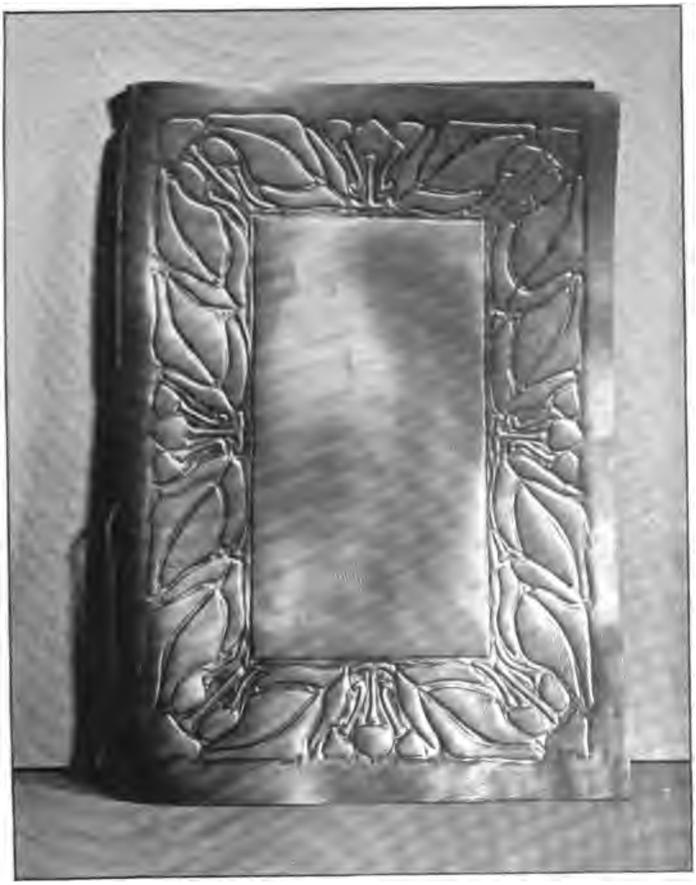
Drawing is one of the oldest studies of our schools; it was added to the Cleveland course of study in 1847, and was taught even before United States history. It has therefore been in our schools more than sixty years.

Each subject of the elementary school seeks to open the mind of the child to a given world of ideas and practical activities. Arithmetic seeks to introduce him to the science of number and to the application of arithmetical principles to business operations. Literature unfolds to him its world of social, ethical and spiritual truths and leads him to observe their application in personal and corporate conduct. Geography acquaints him with geographic facts and principles and with how these affect industry, commerce, and life itself. In like manner, drawing has its field; it seeks to open to the child the world of the beautiful and to lead him to appreciate the application of beauty to industry, to the home, and to appreciate its place in personal life. In other words, the object of drawing is to develop in the child a love for beauty, good taste, power to design and to invent, and skill in artistic execution; it is doubtful whether any other subject of the school is more practical and yields greater returns, both in the building of character and personal efficiency in life.

The appreciation of beauty is a deep-rooted tendency of our nature. We will and do satisfy this tendency whether the way be good or bad To have his sense of beauty developed, to have his standard of taste cultivated, to have the beauties of nature, of common things, of the world of art opened to him, is to equip and put the individual in possession of that which yields to him an endless amount of refining personal pleasure. No pleasure is so wholesome, so uplifting, so easily acquired. To him who has eyes and the ability to appreciate, there is beauty in the flower, the tree, the cloud, the picture, in public buildings and in the public park. To neglect to cultivate the artistic nature of the child and to lay before him the world of beauty is therefore to deprive him of a part of his natural development, to withhold from him an agency of moral support, to cut him off from one of the chief sources of human pleasure, and to take from him a large portion of the only enjoyment within his reach; it is to take from what is too often a life of drudgery the only alleviating joy.

Furthermore, to fail to acquaint the child with art is to ignore one of the most powerful mediums of refining and ennobling human life. The potency of art in moulding and controlling men has long been recognized by the school, the church, and the state. Among the Greeks, art supplied the principal materials of school instruction; the church uses it as a medium of teaching truth, directing the emotions, and of inspiring faith, while the state employs it as the means of giving permanent expression to social ideals, of exalting the dignity of office, and of securing respect and obedience to social decrees.

It is not difficult to understand that industry is influenced by the appreciation of beauty. The successful manufacturer of ornamental iron work, brassware, mantels and grates, gas and electric fixtures, furniture, home furnishings, textiles, men's and women's clothing, millinery, art glass, picture frames, wall paper, etc., is not the one



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who merely produces, but the one who produces articles of simple beauty in design and effect So deep does the art element strike in modern business, that it is today upon this element more than upon any other after utility, that the success of a given enterprise rests. So far reaching is this appreciation of beauty that it influences to a greater or less extent all production and in a city like Cleveland, the art element is a vital factor in at least one-fourth of its industries.

To supply the artistic sense needed in modern industry is one of the objects of school drawing. Believing with the Germans that drawing is the grammar of all industries, we seek to develop, through it, power in design and skill in artistic execution in application to production. In the drawing of the school the child is set the same relative problems in design and execution as are faced by the maker of brassware, gas and electric fixtures, clothing, furniture, or home decorations. By thus initiating the child into the creative and art side of manufactures, the modern school seeks to give the rising generation such power in design, such taste, and such skill in artistic execution as will prepare him to carry forward the future industries of our city.

The method of achieving these ends will be made clear by a single illustration. The making of a broom holder is, for example, assigned the child. He is given the type of article and material, and is placed under the same limitations as the producer, his broom holder must be suited to its purpose, must be cheap and attractive. In its construction there is involved, first, the making of the working drawings of the different parts. This necessitates the exercise of the power to visualize, the capacity of seeing things before they really exist; it necessitates also the exercise of taste in determining size, proportion and form, and it presupposes the ability to represent what merely exists in thought and feeling.

After the working drawing comes the problem of the pattern, that is, the translation of the drawing into a working guide, which may serve for the making of any number of broom holders. Indeed, the making of patterns is in itself an industry, represented in Cleveland by no less than thirteen firms.

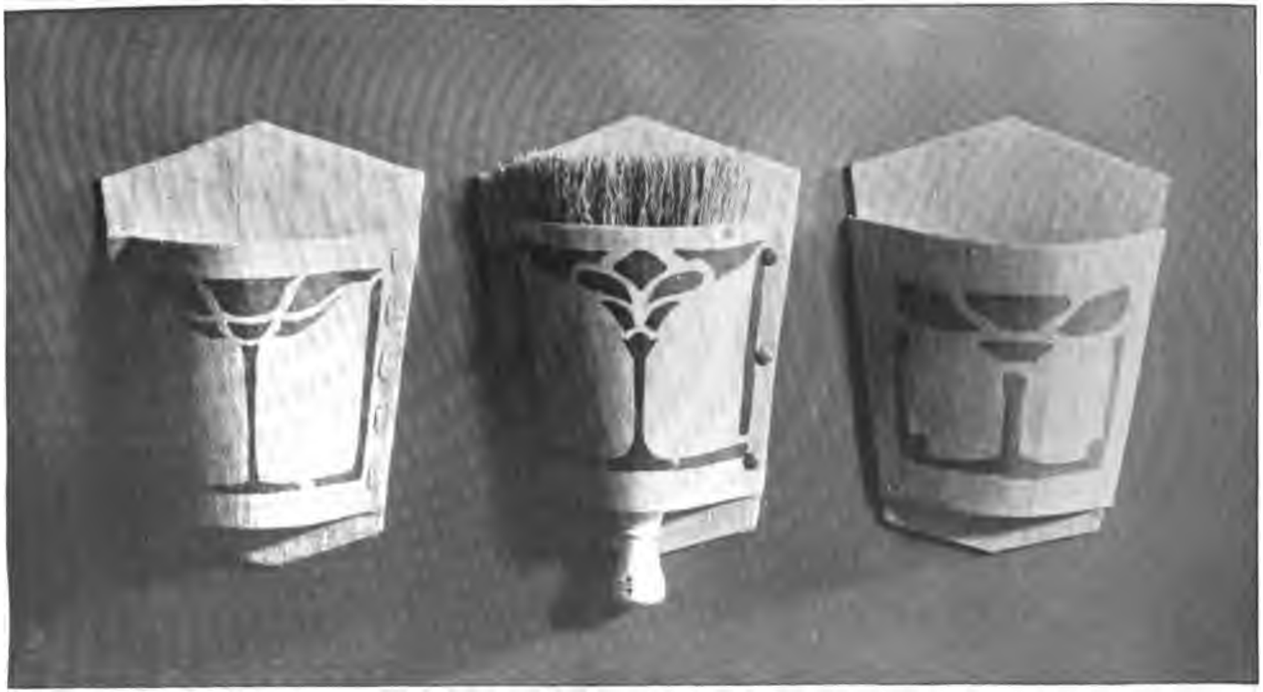
With the pattern made, there arises the problem of decoration. This necessitates the exercise of creative power and of taste in fixing upon an appropriate unit, in determining color, space relations, proportion and balance; in a word, in bringing forth a decoration appropriate to the material, to the object, and to its use. That the decoration may be readily applied, there is involved also the making of a stencil, which again is in itself an industry.

There remains finally the construction of the broom holder in accord with the pattern and decoration, or in accord with the provisions of the design, and this calls into play the exercise of artistic skill in execution.

The making of a simple broom holder is therefore a relatively complex problem. In its construction the child has to meet and overcome exactly the same type of problems and difficulties as the man who designs and makes a new tool, a new piece of hardware, a new article of furniture, or a new apron, cap, hat, blanket, dress, or a new design of lace, carpet, or wall paper. But this is exactly what the parent fails to see, who complains of drawing being a "frill" and of the time taken to make a broom holder. He fails to see that the child is facing the problems of production and is acquiring that power in design and artistic skill which underlies modern industry. What is true of the broom holder is equally true of the picture frame, the book rack, the pitcher, the tile, and the candle shade. The child in designing and making these is at one in thought and skill with the producer of furniture, hardware, crockery, ornamental tile, gas and electric fixtures, or home furnishings.

At the present time we stand amazed at the increase in the number of divorces, in the number of abandoned children, and at the increase in poverty. Though not the only factor, the state of the American home is accountable at least for certain of these conditions. Home-making seems to be a neglected, if not fast becoming a lost art. We seem to have forgotten—if it was ever recognized, that home-making is the highest of the arts. What opportunities the home affords for the exercise of artistic power. Such opportunities abound on every hand; in the selection of rugs, furniture, wall paper, pictures, window dressings; in the selection of table linen, silver, and china; in the setting of the table, the arrangement of furniture, and in choosing materials, designing, and making clothing. Indeed, every part of successful home-making calls for the exercise of a high degree of artistic ability, and what is needed today as much as any other one thing in the American home, to make it what it ought to be, is the exercise of such power. To supply the coming home-maker with this needed taste and skill is the final object of the drawing in our schools.

The child is asked, for example, to make a free hand drawing of a twig, say of a maple, to work over certain of



Construction and Applied Design

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the suggestions gained from the drawing into units of decoration, to give these color, and to combine them into the decoration of a collar, table cover, or sofa pillow. All this seems to the tax-payer a waste of time, energy, and money. However valueless it may seem, the child is in reality exercising her imagination, her judgment, her taste, and her power of representative expression. She is in fact exercising the same power, the same type of taste and skill, as the home-maker employs in selecting rugs, furniture, wall paper, silver, china, or in fixing upon the style, color, and trimmings of a dress or a hat. Similarly, to direct the child in designing, decorating, and in making a book cover, a towel, a candle shade, or a tray is to develop in her the same qualities as are employed by the home-maker in the making of clothing, home furnishings and in the selection of household fixtures and ornaments, such as lamps, vases, and pictures. In short, school drawing seeks to give such ideas and to develop such capacities in art as are most useful to the home-maker.

Drawing finds place in the school of the present then, because it opens to the child the possibility of a world of personal enjoyment and affords materials strong in formative and cultural influence, because it fosters the type of power, taste, and skill most needed in industry and in the home.

Manual Training

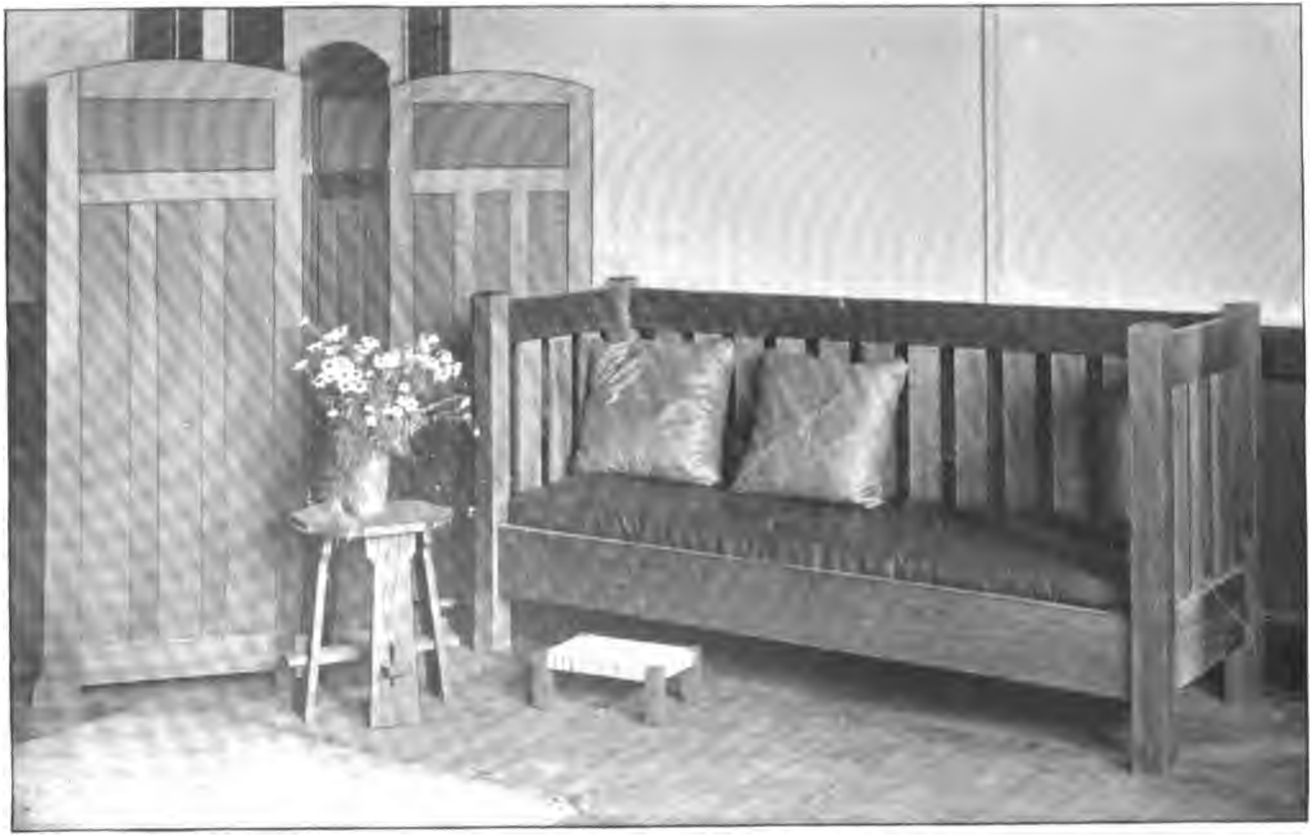
Manual training serves essentially the same ends in the school as drawing. Drawing on the one hand employs in its work constructions and constructive activities, but emphasizes more especially the technique of drawing, the ideas and standards of art. Manual training on the other employs drawing and art, but emphasizes more particularly structural materials, mechanical processes and activities. Drawing thus teaches art through applying it to useful constructions, while manual training teaches the use of tools and mechanical processes through the making of practical things of beauty. The difference between the two lies therefore, not so much in their attitude toward and their use of art as in the mode of self-expression fostered. Drawing encourages the child to express himself through the medium of the pencil or the brush, manual training to express himself by means of wood, iron, cloth, or other structural materials. Yet so closely related are the two that they are not separated in our schools until after the fourth grade.

When separated, the manual training for boys and for girls becomes different; that for boys is devoted to wood work and the use of woodworking tools, and leads toward industry; that for girls is confined to sewing and cooking, and leads to the home.

The school does not hold that in teaching boys woodwork and the use of woodworking tools, it makes skilled mechanics. It does, however, claim that through this instruction there is supplied the boy a variety of educative experiences, formerly gained through work in the home, in the small shop, or upon the farm, and without which there is lost to him a part of a well-rounded development. It also claims that through this instruction the boy gains insight into mechanical processes, into structural materials and how to use them, gains a knowledge and a use of tools, ideas of good workmanship, gains a degree of self-confidence, an appreciation of good things, and a respect for labor, all of which have value in an age when industrial insight and skill are at a premium.

Nor does the school pretend to turn out expert dressmakers. But it believes there is educative value in teaching girls how to take measurements, to make patterns, and to cut garments; in teaching them different kinds of seams and how to sew. For this instruction affords opportunity to exercise taste and judgment, to express ideas, to exercise control over the eye and the hand, in a word, affords opportunity to correlate taste, thought, and action. Furthermore, for girls to have good taste in dress, to know how to plan and to make ordinary garments, is of the highest practical value and essential to the welfare of the future home.

Nor does the school expect through the work in cooking to prepare expert cooks. It merely endeavors to give a simple knowledge of the nutritive properties needed by the human system, of the nutritive values of different foods and how to combine these to the best advantage; it merely seeks to teach the best methods of preparing, cooking, and serving foods, and to inculcate ideas of proper table service. This instruction affords, on the one hand, opportunity for initiative on the part of the child and for the direct application of much that has been learned in subjects like drawing and arithmetic, and it supplies, on the other that taste, knowledge, and skill most helpful to the successful home-maker.



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The Old Versus The New

Such are the subjects, in connection with the three R's, comprising the modern course of study. Though these new branches hold by no means the same place in popular esteem as the three R's, they are equally worthy of forming a part of the instruction of our youth.

For the three R's are formal, whereas geography, history, music, physical training, drawing, and manual training are rich and varied in content. The three R's are inleading and egoistic, the new subjects are outleading and social in their tendencies. The three R's supply the keys to learning; the new studies supply insight into the ideals, principles, and activities underlying the industrial, social, intellectual, artistic, and the moral-religious phases of our social life. The three R's appeal primarily to the intellect; the new branches appeal essentially to the heart, to taste, and to the judgment as well. The three R's find expression in thought and in oral and written speech only, the other subjects find expression also in action and in constructive exercises. The standard of judging attainments in the three R's is more or less subjective and to a great extent imposed by the teacher upon the child; the standard of judging the other subjects is more objective and the child is more able of himself, through comparison, to judge of the correctness of his movements in physical training, of the quality of his music, of the taste and skill exercised in drawing or in manual constructions. The three R's tend to uniformity and to suppress individuality, whereas the new subjects give wide range to individual differences and encourage originality.

In consequence, though we still look upon the three R's as basic, we feel these new studies are equally essential, that the child may receive a fuller development, that he may understand the social institutions environing his life, understand the conditions determining industry, appreciate art and its application to production and the home, have insight into industrial and mechanical processes, and a certain knowledeg of tools and of their use.

Furthermore, geography, history, music, physical training, drawing, and manual training, or the new studies, not only have value by virtue of the different sides of child nature to which they appeal, by virtue of the insight they afford into social institutions and industrial processes, and by virtue of the taste, judgment, and skill they foster, but they also have value, by virtue of the wide range of training they afford, in calling out the capacities and inclinations of the child and thereby enabling him with the aid of the parent to make proper choice of whether he shall be a mechanic, an artist, a teacher, doctor, clergyman, or what not. The choice made, will, to be sure, depend in large measure upon the aspirations of the child and of the parent and upon the financial status of the home, still for the boy or girl to know his or her capacities or inclinations is at least a large factor in making wise choice of life's work.

A curriculum containing other subjects than the three R's is therefore richer in its materials, more varied in its appeal and in the qualities of character developed, broader in the range of insights and activities revealed, and more helpful in making choice of vocation. In short, it is better suited to call out in the individual that which is of the highest personal and social worth, and better adapted to prepare him to take his place and do his part in an essentially industrial and commercial community.

II

Determining Relative Value of Studies

Though the above studies are included in the curriculum of our elementary schools, they are by no means regarded of equal importance. To determine the value of a study and to fix the time to be given it is one of the most delicate and difficult of problems; it is a problem which with every change in determining conditions must be solved anew.

Value Given Respective Studies

Table I shows the different subjects, other than German, in our elementary course of study, the time in minutes per week now allotted to each branch in each grade, and the per cent of the total time given to each subject:

TABLE I

	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	Total Min. Per Week	Per Cent of Total Time
Reading	620	600	525	335	191	191	213	213	2888	26.31
Spelling	....	125	125	100	77	77	74	74	652	5.94
Grammar	....	....	....	....	....	....	176	223	399	3.63
Language, Composition, and Supplementary Reading	170	150	150	165	277	277	74	74	1337	12.18
Writing	75	75	100	100	86	86	84	23	629	5.73
Arithmetic	60	200	250	250	240	240	280	280	1800	16.40
Geography—History	....	....	....	200	235	235	172	186	1028	9.36
Music	75	75	75	75	76	76	74	74	600	5.46
Drawing	50	50	50	50	86	86	84	83	539	4.91
and Manual Training	50	50	50	50	60	60	100	100	520	4.73
Physical Training—Physiology and Hygiene	75	75	75	75	72	72	69	70	583	5.31

It will be observed, from the per cent of the total time assigned these subjects, that reading, language, spelling, writing, arithmetic, geography, and history are regarded the most important studies of the elementary school. Five and a half times as much emphasis is placed upon reading, —to say nothing of the other work in English, as upon drawing; three and one-third times as much attention is given to arithmetic, more than twice as much to geography and history, and more is given to both spelling and writing than to either drawing or manual training.

If reading is used to include reading proper, language, grammar, and spelling, there is given to the study of English alone 48.06% of the total time of our elementary schools; to arithmetic there is assigned 16.4%, and to writing 5.73%. If these studies are grouped and termed the three R's, we are devoting to the three R's, of the total time of our elementary schools, 70.19%.

If to reading, used as above, to arithmetic, and writing, there is added geography and history, and these studies together characterized the fundamentals, we are devoting to the fundamentals, of our total time, 79.55%.

If drawing, manual training, music, physical training, physiology and hygiene, are grouped under the term special subjects, we are giving to these or to what are sometimes called "frills and feathers," of the total time, 20.41%. In a word, we are giving to the three R's, three and a half times, and to the fundamentals four times the attention, we are giving to all the special subjects.

Comparison of Subject-Values with Other Cities

Whether a study is neglected, over-emphasized, or assigned relatively its proper place can be determined within limits by comparing the position of a particular subject in our schools with the position given the same branch in the course of study of other cities.

Table II shows the per cent of the total time of the elementary school given in 1907-8 to each study in ten cities, the average per cent of total time given to each study, also the per cent of total time given in Cleveland.

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TABLE II

	Boston	New York	Chicago	Rochester	Cincinnati	Indianapolis	St. Louis	Milwaukee	Kansas City	San Francisco	Average Per Cent	Cleveland
Reading	26.25	32.50	40.26	17.77	14.13	17.80	17.90	22.79	14.50	30.93	23.48	26.31
Spelling	1	2	2	5.28	9.57	5.33	6.39	8.07	10.70	5.23	7.22	5.94
Grammar	1	2	2	2.39	3.25	2.16	1	1	1	1	2.60	3.63
Language, Composition, and Supplementary Reading	20.14	2	2	7.98	11.37	18.03	10.05	13.27	11.20	10.56	12.82	12.18
Writing	1	5.81	4.88	5.08	5.41	7.86	11.05	6.86	9.66	3.77	6.70	5.73
Arithmetic	16.41	13.40	11.02	18.60	18.78	11.97	14.98	14.71	15.10	16.59	15.15	16.40
Geography—History	10.06	10.77	9.65	16.95	13.28	9.66	11.50	9.55	14.10	12.82	11.83	9.36
Music	4.47	4.85	6.37	4.79	4.87	6.85	8.18	6.92	6.60	5.38	5.92	5.46
Drawing and	6.85	8.90	6.95	4.78	6.05	9.45	9.98	6.92	11.50	4.52	7.59	4.91
Manual Training	6.15	4.65	9.85	7.83	2.16	2.16	2.38	6.23	3	1.80	4.80	4.73
Physical Training—Physiology and Hygiene	7.09	13.05	5.17	6.57	7.40	8.65	5.32	4.61	4.00	5.23	6.71	5.31
Elementary School Science	2.51	6.01	5.80	1.99	3.79		2.92		3.11	3.11	3.65	0.00

1 Included in Language
2 Included in Reading
3 Included in Drawing

3.03% more of the total time of the elementary schools of Cleveland is assigned reading than the average per cent in the above cities, and greater emphasis is placed upon it here than in any of these other than San Francisco. If reading is used in its comprehensive sense to include all work in English, Boston devotes of the total time of her schools, 46.39%; New York, 32.50%; Chicago, 40.26%; Rochester, 33.42%; Cincinnati, 38.32%; Indianapolis, 43.32%; St. Louis, 34.34%; Milwaukee, 44.13%; Kansas City, 36.40%; San Francisco, 46.72%; making an average of 39.58%. Over against this, Cleveland gives 48.06%, or devotes 8.48% more of the total time of her elementary schools to English than the average; in fact, more time is given English in Cleveland than in any one of the cities under consideration.

The time devoted by us to arithmetic is greater than the average in the above cities by 1.25%, and greater emphasis is given arithmetic here than in New York, Chicago, Indianapolis St. Louis, Milwaukee, or Kansas City.

2.47% less of our total time is assigned geography and history than the average in the cities in question, and less time than in any one of them.

To drawing is allotted 2.68% less of the total time than the average, and of the ten cities Rochester and San Francisco alone give less attention. We give .07% less of the total time to manual training, 1.28% less to spelling, .97% less to writing, .46% less to music, and 1.4% less to physical training—physiology and hygiene, than the average Whereas 3.65% of the total time of their schools is assigned to elementary school science, this study finds no place in our program.

If the average in these cities is taken as the basis of judgment, it would seem that we are over-emphasizing English and giving too large a place to arithmetic, while we are under-valuing geography, history, and drawing, and somewhat more of emphasis it would appear needs to be given spelling, writing, music, physical training—physiology and hygiene, to say nothing of introducing into the course of study elementary school science.

Comparison of Group-Values with Other Cities

Additional insight is gained with regard to the correctness of our position with respect to the value of different studies, if these are grouped and our emphasis of respective groups compared with that given in other cities. The studies of the elementary school may be classified as the three R's, the fundamentals, and special subjects.

Table III shows the per cent of the total time of the elementary school given in 1907-8 to the three R's, the fundamentals, and to the special subjects in ten cities, the average per cent of total time given to each group, also the per cent of the total time given to each in Cleveland:

TABLE III

	Boston	New York	Chicago	Rochester	Cincinnati	Indianapolis	St. Louis	Milwaukee	Kansas City	San Francisco	Average Per Cent	Cleveland
The Three R's: Reading Spelling Grammar Language Writing Arithmetic	62.80	51.71	56.16	57.10	62.51	63.15	60.87	63.70	61.16	67.08	60.62	70.19
The Fundamentals: Reading Writing Arithmetic Geography and History	72.86	62.48	65.81	74.05	75.79	72.81	71.87	73.25	75.26	79.90	72.40	79.55
The Special Subjects: Music Drawing Manual Training Physical Training—Physiology and Hygiene Elementary School Science	27.06	37.46	34.14	25.96	24.27	27.11	28.78	24.68	25.21	20.04	27.47	20.41

Cleveland, it will be observed, assigns to the three R's of the total time of her schools 9.57% more than the average in the above cities; she devotes a greater per cent to the three R's than any one of them, giving 18.48% more than New York, the lowest, and 3.11% more than San Francisco, the highest in the list.

To the fundamentals, 7.15% more of the total time is given in Cleveland than the average, and more time is given here than in any one of the cities considered, save San Francisco. While San Francisco gives .35% more of the total time of her schools to the fundamentals than Cleveland, Cleveland gives 17.07% more than New York, 13.74% more than Chicago, and 6.69% more than Boston, Indianapolis, or St. Louis.

The average of the total time given to special subjects in the cities in question is 27.47%, whereas Cleveland gives 20.41%. She devotes less time to special subjects than any of these cities other than San Francisco, giving 17.03% less than New York, 13.73% less than Chicago, 7.37% less than St. Louis, 6.70% less than Indianapolis, 6.65% less than Boston, 5.55% less than Rochester, and 3.86% less than Cincinnati or Milwaukee.

Taking the average in these cities as a criterion, it would seem that, in the Cleveland schools, the three R's and the fundamentals are over-estimated, while the special subjects are correspondingly under-valued.

Subject-Values Thirty Years Ago

Light is thrown upon the present valuation of the different branches of the elementary schools, if their present position in the course of study is compared with that assigned them thirty years ago.

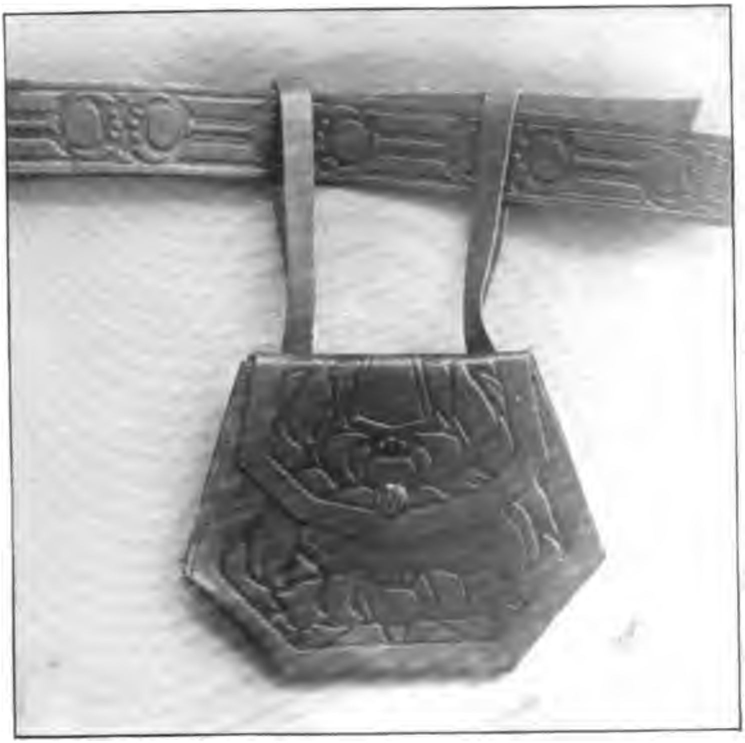
Table IV shows the different subjects, other than German, in the elementary course of study of the Cleveland schools in 1877-8, the time in minutes per week allotted to each branch in each grade, the per cent of the total time given to each branch, also the per cent of the total time given to the same study in 1907-8:

TABLE IV

	GRADES								To-tal Min Per Wk.	Per Cent of Total Time 1877-1878	Per Cent of Total Time 1907-1898
	1st	2nd	3rd	4th	5th	6th	7th	8th			
Reading	500	550	480	325	255	215	130	115	2570	23.41	26.31
Spelling	....	150	150	140	125	120	120	125	930	8.47	5.94
Grammar	[1]	....	....	....	....	....	....	....	....	......	3.63
Language, Composition, and Supplementary Reading	150	150	180	180	225	240	300	325	1750	15.94	12.18
Writing	75	100	100	100	100	90	60	60	685	6.24	5.73
Arithmetic	50	100	175	300	300	300	300	325	1850	16.85	16.40
Geography	....	....	100	175	230	225	70	75	875	7.97	......
and History	....	....	....	...	....	..	180	180	360	3.28	9.36
Music	75	75	75	75	75	75	75	75	600	5.46	5.46
Drawing	100	100	100	75	90	90	120	120	795	7.24	4.91
and Manual Training	[2]	....	....	....	....	....	....	....	....	......	4.73
Physical Training—	100	50	40	30	....	....	....	....	220	2.00	----
Physiology and Hygiene	[3]	....	..	....	...	....	....	....	....	......	5.31
Elementary School Science	125	125	....	....	....	45	45	....	340	3.09	0.00

[1] Included in Language
[2] No Manual Training
[3] No Physiology and Hygiene

Though the per cent of the total time assigned reading has been increased 2.9% and that allotted spelling decreased 2.53%, if the work in English is considered as a whole, there has been little change during the last thirty years in the position accorded, for in 1877-8, 47.82% of the total time was devoted to English, whereas in 1907-8 there was given 48.06%, an increase of .24%. The same is true of arithmetic, as only .45% less of the time of the school is



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given to arithmetic in Cleveland today than three decades ago. On the other hand, strange as it may seem, 2.33% more of the total time was given to drawing in 1877 than in 1907. The changes in the other subjects have also been slight, the chief being a reduction of 1.89% of the total time allotted geography and history, the increase in that given physical training—physiology and hygiene by 3.31%, the introduction of manual training, and the dropping of elementary school science.

Though the content of the different branches of our elementary schools has without question been radically modified during the last thirty years, it would appear from the above that the last three decades have wrought slight changes in the relative emphasis given to these studies. The truth of this is brought more clearly to view, if these are grouped and the emphasis placed upon respective groups in 1907 is compared with that given in 1877.

Group-Values Thirty Years Ago

Table V shows the per cent of the total time of the elementary school given in 1877-8 to the three R's, the fundamentals, and to the special subjects, also the per cent of the total time given to each in 1907-8:

TABLE V

	Per Cent of Total Time 1877-8	Per Cent of Total Time 1907-8
The Three R's: Reading Spelling Grammar Language Writing Arithmetic	70.91	70.19
The Fundamentals: Reading Writing Arithmetic Geography—History	82.16	79.55
The Special Subjects: Music Drawing and Manual Training Physical Training— Physiology and Hygiene Elementary School Science	17.79	20.41

The difference in the per cent of the total time of the school given to the three R's today and three decades earlier is measured by .72 of 1%. Only 2.61% more of the total time was given to the fundamentals in 1877 than in 1907, while but 2.62% more of the time of the school is now given to special subjects than thirty years ago.

There has therefore been practically no change in thirty years in the relative emphasis upon the three R's, the fundamentals, and special subjects. The charge reiterated of late that these branches, or the "frills and feathers," have usurped the place and time formerly given to the three R's and to the fundamentals is consequently without foundation. It would furthermore seem, in view of the changes in industrial and social life and in view of the educational development of the past third of a century, that either the special subjects were over-emphasized in Cleveland three decades ago or are now under-valued, and in view of the difference in the emphasis upon these studies in other cities, it might be inferred that they are not now given their proper place in our schools.

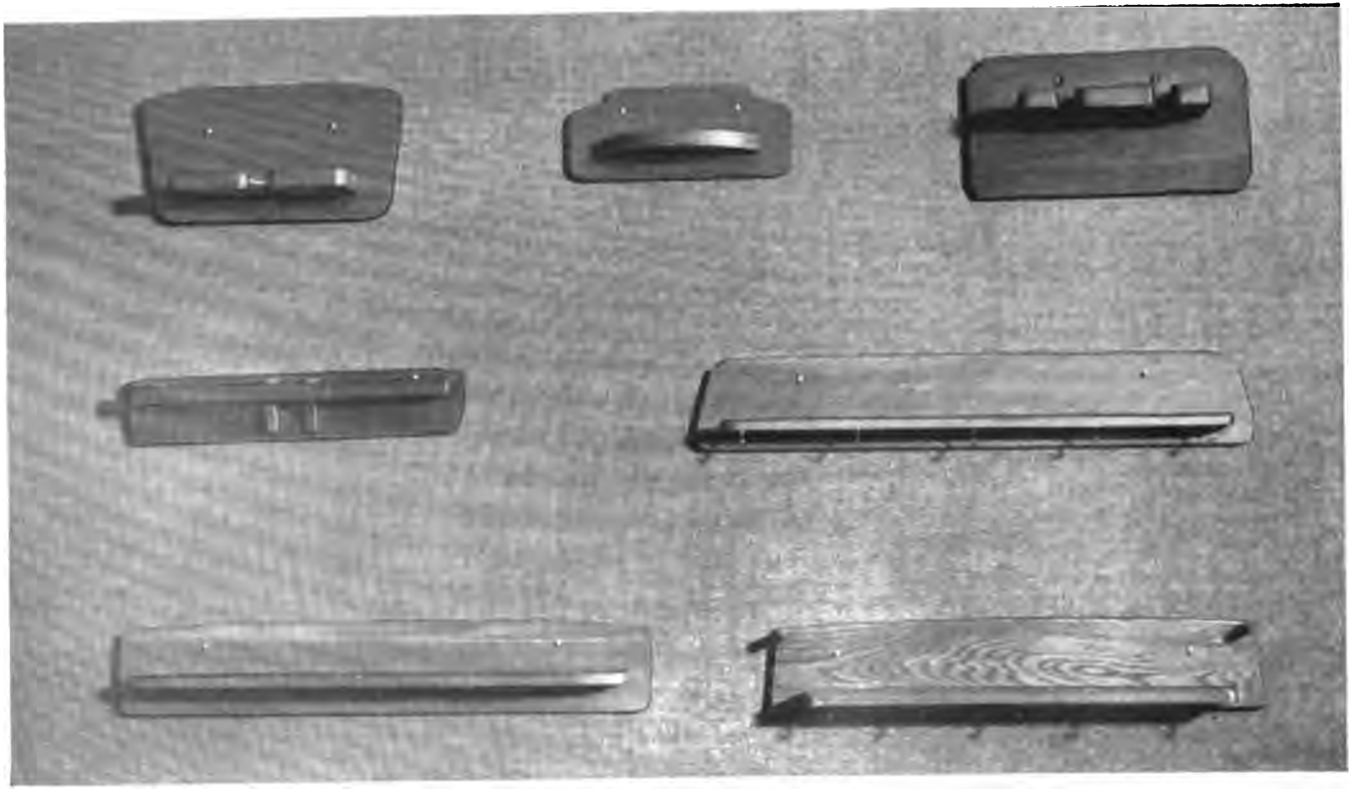
III

Saving The Waste

American educators have, within late years, had the fact forced home that our schools are reaching only a small per cent of the pupils of school age and that our enormous expenditure of public money is being devoted to the education of but a few of the rising generation. To say noth- of the portion of our people who never attend the public school, the loss from those who do at least make a beginning is brought to view, if the differences in the enrollment of the schools of the following cities in the first and the eighth grade, and in the eighth grade and the fourth year of the high school are compared:

	First Grade	Eighth Grade	4th Yr. H. S.
Boston..........	13,624	5,872	628
New York.......	62,001	30,406	1,962
Chicago.........	40,779	13,836	1,407
Rochester.......	3,401	1,305	510
Indianapolis.....	5,200	1,613	343

In the above cities taken as a whole, there are two and a half times as many pupils in the first as in the eighth grade, and ten and a half times as many in the eighth grade



Woodwork—A typical Seventh Grade Problem

The project is selected and desgned by the pupil following class discussion. The finish, where possible, is chosen to harmonize with the surroundings in which the project is to be placed.

as in the last year of the high school. The condition in these cities is typical of that in the country at large. To remedy this educational waste, to bring the advantages of education to a larger proportion of the children of school age, to keep children in the school, is one of the perplexing problems of administration and one to which we are giving earnest consideration.

Waste in High School and Corrective Activities

The enrollment in the Cleveland high schools for 1907-8 was as follows:

First Year	1903
Second Year	1426
Third Year	936
Fourth Year	740
Graduates	608

The entering class of the preceding year numbered 2,056; 30% of the first year pupils therefore failed to reach the second class, 34% of the second to reach the third, 20% of the third to reach the fourth, while 18% of the fourth class failed to graduate. To be exact, of the 1675 pupils entering the high school in 1903, 63% failed to graduate in 1907, an appalling loss from whatever point of view regarded.

A part of this waste is due to the economic condition and to the influence of the home, and to the capacities and aspirations of children, yet the organization and course of study of the high school are without question responsible for a portion of it. The problem is consequently so to organize the high school, so to adapt its courses of instruction to the needs of children, that they will be attracted to the high school and not forced out of it. Our efforts have been in these directions.

Enlarging Opportunities for Service

The Technical High School was established with a definite public understanding that it was to be conducted on a two-session program, whereas the academic high schools had had for years a single session running from 8:00 to 12:30. That one salary schedule might obtain for all high schools—otherwise endless difficulties in the transfer of teachers, it became necessary to define a day's work in the following particulars: How much class teaching should be done? How much time should be spent by the teacher in teaching and in preparation at the school building?

With reference to the first point, it was the opinion of the high school principals that five classes constitute the proper standard for a day's work, with additional provisions in case of laboratory or work-shop.

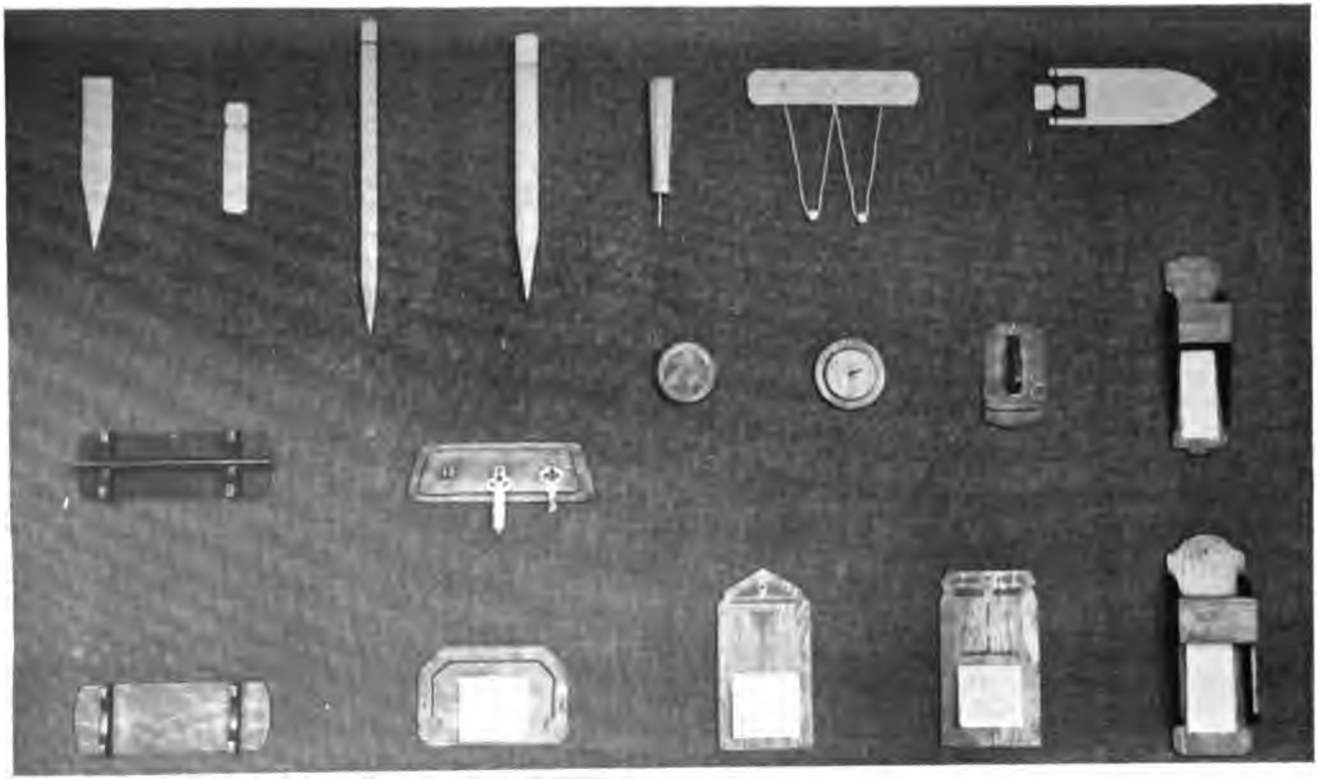
On the second point, it is manifestly impossible to construct a salary schedule applicable to all high schools, unless all teachers spend practically the same time at the service of the public in school buildings. To obviate the inequality between the proposed sessions of the technical and the sessions of the academic high schools, those of the latter were extended from 1:45 to 3:00. This opening of the academic high schools in the afternoon gave their faculties opportunity to be of such service as seemed best for the backward children, it placed at the disposal of such children, in the afternoons for study purposes, the use of the school buildings, laboratories, and teachers. In this way the large investment in buildings and equipment as well as maintenance and expense for teachers, is placed at the full service of the community, and much is expected from this increased opportunity for study, for personal attention from the teacher, and for the acquisition of right habits of work, in saving the waste in our high schools.

Adapting and Simplifying Course of Study

To the same end, the range of electives within the different high school courses has been increased, thereby enabling the child to study that for which he has an inclination and an aptitude and which he feels will be of the greatest personal benefit. For a like purpose, the work in physics and geometry has been simplified. The day when the college can demand that pupils be taught senseless portions of science and mathematics is over and to simplify the high school course and render it practical is to take a stumbling block from before high school pupils and hold many in school who would otherwise drop out.

Vacation High School

The vacation high schools have from their inception in 1903 been an important factor in saving waste. The object of these schools is to afford backward pupils opportunity to make up work left unfinished at the close of the



Woodwork—Typical Fifth and Sixth Grade Class Room Problems

School room, school garden, home, gift and play interests are devoloped.
The instruction is given by the regular grade teacher.

year; those completing their work in a satisfactory manner are promoted and permitted to advance with their class. The attendance for each year is as follows:

	Enrollment	Promotions
1903	264	202
1904	207	180
1905	247	193
1906	278	204
1907	303	171
1908	252	149

The vacation high schools have, during the six years of their existence, thus enabled over a thousand students to advance regularly with their class; and they have done even more, they have undoubtedly been the prime factor in keeping this large number in the school and in securing to them the advantages of a high school education. When to the educational value of these schools there is also added their economic value, both to the city and to the child, it is apparent they are worthy of earnest commendation and liberal support.

Opening of Technical High School

The completion of the Technical High School places at our disposal a new force in saving high school waste. This school was opened October 4th, 1908, and with its magnificent building and equipment not only marks the beginning of a new epoch in popular education, but stands as a tribute to the idealism and liberality of the citizens of Cleveland. There are two courses in this school, one for boys and one for girls. These courses are so organized that about one-half of the student's time is given to academic work having special application to industry, and the other half to shop-work or art practice. Opportunity is given in the junior and senior years of both courses for electives in shop-work and in the industrial and domestic arts; this permits, on the part of boys, of specialization in pattern making, forge and machine shop practice, and in mechanical drawing, and on the part of girls, of specialization in drawing, pottery, leather work, sewing, cooking, nursing, etc. The school will be open the entire year, thereby giving those desiring it the opportunity of shortening their course by one-fourth.

The reception of this school was even more favorable than could have been expected, seven hundred pupils registering the first day. This large attendance, the earnestness of the pupils, their willingness to work, are all evidences of the need of such a school. The technical high school, which permits of the segregation of pupils having common purposes and aims, which offers academic courses not only cultural in their general influence, but at the same time practical in their bearings, which permits of a degree of specialization and a direct preparation for entrance upon industrial pursuits, is not only destined to do much in saving waste in our high school population, but is destined to create a new high school class, that is, attract a body of students which otherwise never would enter the high school. The significance of this to the individual and to the economic life of the community is revealed when it is asserted, after thorough investigation by the Massachusetts Commission on Industrial Education, that the years between fourteen and eighteen are for the average child practically void of earning power and practically worthless from an economic point of view.

Need of High School of Commerce

A further move in the same direction would be the establishment of a high school of commerce. For nowhere is the waste in our high schools greater than in the commercial course. The waste in this course is shown by the following:

Number Entering		Number Graduated	
1900	389	1904	36
1901	332	1905	45
1902	373	1906	54
1903	425	1907	59
1904	426	1908	51

Of those entering the commercial course, only 12% are thus graduated, 88% being lost by the way. This tremendous waste is not due, as we believe, to the poorness of our academic high schools, nor to the lack of ability of those taking this course. It is rather due to the fact that the atmosphere of the academic high school is unfavorable to the pursuit of essentially practical studies and to the fact that it is impossible for economic reasons to offer in these schools that breadth and variety of commercial courses necessary for the direct preparation of young men and women to enter upon business positions. The establishment of a high school of commerce would make possible the segregation of those young people, looking forward to

High School Wood Shop

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an early entrance upon commercial work, it would make possible the variety of courses and the necessary specialization, and above all it would afford the youth of Cleveland an opportunity to devote time which otherwise might be lost to preparation for business pursuits. Like the technical high school, such a school would not only be a factor in saving the waste in our academic high schools, but would be an element in bringing to a new class the advantages of higher education and of direct preparation for life's work.

Waste in Elementary School and Corrective Activities

The waste in the elmentary school is as great as that in the high school and carries with it even greater consequences, since the child who drops out of the elementary school fails to acquire even the rudiments of an education and is wholly unprepared to enjoy a rich, personal life and to sustain himself under present-day economic and social conditions.

This waste is revealed if the enrollment of our elementary schools for 1907-8 is taken by grades:

First Grade	14,509
Second Grade	9,992
Third Grade	9,530
Fourth Grade	8,780
Fifth Grade	7,702
Sixth Grade	6,179
Seventh Grade	4,974
Eighth Grade	3,254

It will be observed that there are two and one-third times as many children in the first as in the sixth grade, and four and one-third times as many in the first as in the eighth. Of the 12,516 pupils entering school in 1899 and who ought now to be in the eighth grade, 74% have dropped out. Our efforts to save this waste have been in the main along the lines of adaptation and segregation.

Schools for Backward Children Improved

During the year there have been added eleven new schools for backward children. Even of more importance is the change in their organization and administration. The first of these was essentially an ungraded school, having three or more divisions. The children needing special assistance were taken from their regular room and sent for all their work to this school. Under the present policy, whenever a child, because of low mentality, bad home influence, nervousness, physical defects, or any other cause, falls behind, he is left with his regular grade and only sent to the school for backward children in the study or studies in which he may need special help. Each group or child is made a special case and each child is encouraged to put forth every effort that he may at the earliest moment take all of his work with his regular class. The schools for backward children are therefore no longer complete in themselves, but merely rooms to which those needing it are sent for special assistance. These schools are generally small, and are conducted by our best teachers, in some cases by the assistant principal. The work they are doing is of the greatest value in that through the sympathetic treatment and the special attention given each case, all are benefitted, while a considerable portion acquire such habits of study and such a sense of responsibility that they are deemed worthy of promotion and thereby saved a school year.

Introduction of Slow and Fast Grades

A further movement in the same direction is the organization of schools where conditions are favorable into slow and fast grades. The differences in children are great, and to have children of widely varying capacities in the same class is to the disadvantage of all and especially to the disadvantage of the less capable. This is true even when the teacher seeks to give special attention to the slower pupils. For the stronger will invariably assume the leadership and this tends to restrain and suppress the weaker. To organize schools where the conditions are favorable into slow and fast grades is then merely to place children of relatively equal capacity together. To equalize opportunities, forty-five children are placed in the fast, and only thirty-five are assigned the slow grade.

The advantages of this plan for the strong children are: Instruction can be better adapted to their capacities; a broader range of facts can be considered and a wider range given to the application of principles; instruction can be made more thorough and fundamental. On the other hand, the less favored children can be given work better suited to their ability; the advance is slower and more carefully planned; there is greater opportunity to develop individuality and leadership, and to bring out whatever ability and latent capacity these children may have.

This plan of organization thus permits each to work according to his capacity, and while it adds to the strong, by making the slower grade somewhat smaller, it permits not only of a better adjustment of work to the less favored, but also of a greater amount of personal attention, and cannot help being a factor in holding many a slow child in school and up to grade.

Efficiency of Vacation Grammar School Increased

To the same purpose, the vacation grammar schools have been reorganized and their work enlarged. Though vacation schools were established in 1895 under the auspices of the Ladies' Society of the Old Stone Church and though these schools were carried forward from 1901 to 1903 bythe Day Nursery and Free Kindergarten Association, it was not until the latter date that the Board of Education contributed to their support. As conducted independent of the Board of Education, these schools were designed for children of kindergarten and primary age; the instruction was confined to manual training, the reading and telling of stories, nature study, free and organized play. Their object was to further the health, happiness, and fuller life of the child apart from any immediate educational end.

With the assumption of control of the vacation schools by the Board of Education in 1903, the scope of these school was broadened. While playgrounds and schools for young children were provided as before, there was also established a more serious school for children of high school grade. The success of the summer high school led, in 1905, to provision for three vacation grammar schools which should give seventh and eighth grade pupils opportunities similar to those afforded high school students. The number of vacation grammar schools was increased in 1907 to four, and in 1908 to six.

Even more important than the increase in the number of summer grammar schools was the extension in 1907 of the privileges and opportunities of these schools to the children of the fifth and sixth grades. This extension is significant, for it is in these two grades that, after the first, there is the greatest danger of children leaving school. This is true in the country at large and especially true in Cleveland. To afford the children of these grades, who might be discouraged by failure of promotion, opportunity to make up back work is to help them at the most critical period in their school life and to give aid at the time it will prove most effective in saving them to the school.

Equally significant is the change in the method of admission and of promotion from the vacation grammar school. Heretofore pupils were admitted only upon the recommendation of their respective principal. The child might fail of promotion, and still it was left to the principal whether or not he might attend the vacation school. The regular teacher and principal are now responsible for promotion or non-promotion only, since non-promotion carries with it the privilege of attending the summer school. This method throws, to be sure, an additional burden upon the vacation grammar school teacher, as under the old method principals were able to keep pupils from the summer school who were unworthy of its privileges. The vacation grammar school teacher is, however, now clothed with authority to exclude from the school at the end of the second week any pupil whom she feels is not there for serious work, and this provision has done much to increase regularity of attendance and give purpose to the school. According to the old plan, the regular principal was also responsible for the promotion of the pupil after having done his work in the vacation school. This is now vested in the vacation grammar school teacher. That these teachers are worthy of this responsibility is shown by the fact that out of 487 regularly advanced from the summer school of 1908 not a single pupil has been demoted.

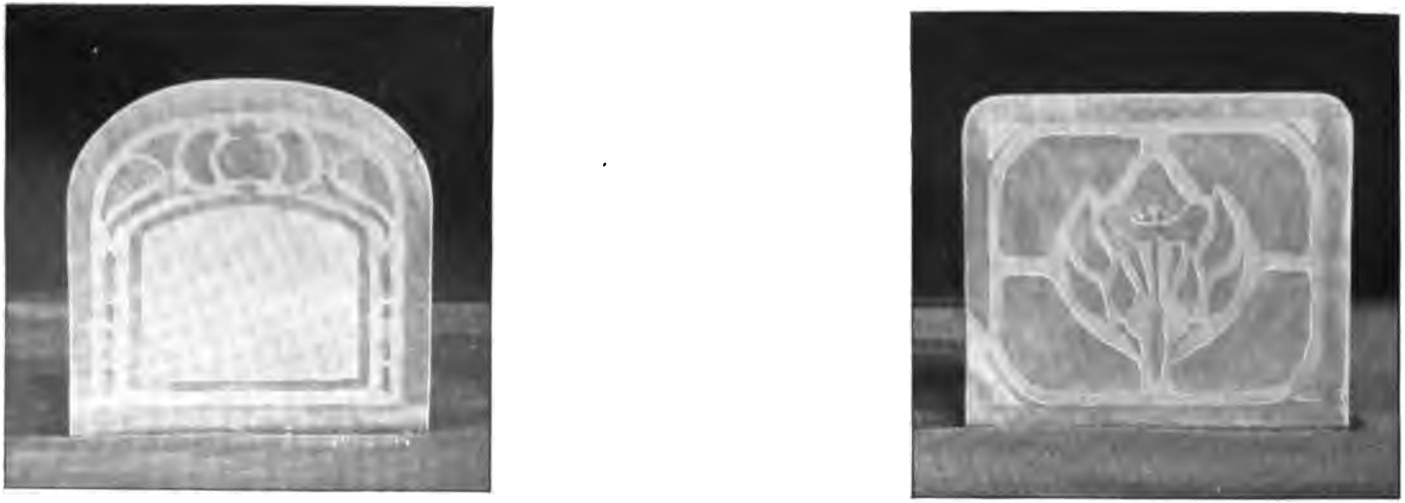
By thus giving all grammar grade pupils who fail of promotion an opportunity to attend the vacation grammar school, by thus placing the summer pupil in the same relation to his teachers as in the regular school, the vacation grammar schools have not only been made democratic, but their usefulness multiplied.

The following evidences the saving worth of the vacation grammar schools:

	Enrollment	Promotions
1905	228	203
1906		
1907	858	453
1908	925	487

Manual Training Extended and Enriched

To the same end, the work in manual training has been extended and enriched, though no additional time is devoted to it. All our schools are now equipped for manual



Work in Metal—High School

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instruction in either the seventh or eighth grade and a few for instruction in both. In forty-seven of our larger buildings, woodwork and sewing are now taught in the fifth and sixth, bringing this instruction within the reach of two-thirds of the children in these grades. One of the more important developments of the year in this department was the change from the class or demonstration to the individual method of teaching cooking. Each child is now required to do each exercise for herself, and this adds greatly to the value and to the interest of the work. It is hoped the day is not far distant when manual training will be within the reach of every child in the grammar school, for children are essentially active, they delight in doing, in making things, and manual training by affording opportunity for constructive activities makes a powerful appeal to the child, and not only has practical educative value, but is the prime means of holding many a boy and girl in the school.

IV

Increasing Efficiency and Improving School Conditions

Introduction of German in Fourth Grade

Two years ago, owing to the unsatisfactory conditions that prevailed in the department of German, the study of German was taken out of the primary grades and restricted to the four grammar grades, beginning with the fifth.

The new arrangement raised the question as to where the study of a foreign language should begin. There is a general concurrence in the belief that the child should acquire a good foundation in English before attempting an additional language; again, that the study of a foreign language should begin before the speech organs lose their flexibility. Furthermore, in the fifth grade instruction becomes formal and books are relied upon, whereas in the fourth instruction is to a great extent oral. In consequence new texts are begun in the fifth grade; this multiplies difficulties and places added burdens upon the child at a time when he is required to establish independent habits of study and when he is asked for the first time to gain knowledge from books. Moreover, oral control of the German is most important, and the oral instruction of the fourth grade is especially suited to the beginning of this study.

In order, therefore that the child might begin his study of German at not too late a date, and that he might have the advantage of the oral methods of the fourth grade and gain a fair start in the language before entering the critical period of the fifth, German was introduced into the fourth grade. This change, it is believed, will facilitate the beginning work in German and contribute to the general effectiveness of German instruction.

Reorganization of the Normal Training School

Although fine buildings, spacious playgrounds, well selected texts, etc., are essential to good schools, the vital factor is the teacher. That Cleveland might be provided with well-prepared teachers, the Normal Training School was established. During the long period of its existence this school has done excellent work. Indeed, no school of our system has a greater opportunity or is in position to exert a more potent influence. For, from it come the young people who make up the rank and file of our teaching force, and to the degree they are grounded in academic and professional knowledge and filled with the spirit of social service to that degree have we teachers true to their calling.

Notwithstanding the normal training school was opened in 1874, it was not legalized until 1908. The placing of the normal school upon a legal basis affords opportunity for certain needed reorganization and for opening to it an enlarged field of usefulness.

That the normal school may be of the largest service, there must exist between it and the system as a whole the heartiest spirit of cooperation. For it becomes a vitally helpful factor in achieving the ends for which the larger system strives only as it sustains the system of which it is a part and adds its strength to the other agencies and forces at work in carrying forward and improving our schools.

Since the function of the normal school is to prepare teachers, it is even more important than in either the elementary or high school, that its teachers be men and women of culture and refinement, and of sterling character. Moreover, inasmuch as their work is highly specialized, that the school may be given the highest efficiency, there is need that its teachers not only be experienced, but have had the advantages of the best university training. To employ others is to ignore the high requirements imposed upon the teachers of our elementary and secondary schools, and to ignore the practice of other similar institutions.

As the normal training school is maintained at public expense for the sole purpose of aiding the local system, it is important that large place be given in its curriculum to those branches directly related to the fundamental studies of our schools and only minor place to those subjects contributing indirectly to teaching efficiency. That our teachers may be acquainted with modern methods, there is need too, of a free use of the excursion, the laboratory, and of the library. That they may have the breadth of view and the depth of scholarship, it is also important that all the instruction of the normal school, whether academic or professional, be of the highest grade, equivalent in quality and thoroughness to that of our best colleges.

An effectual normal school must furthermore have a school day adapted to its work. Such a day should afford opportunity for study, for the use of laboratory and library, for rest and recreation, and thereby make possible the conduct of the school with the least possible physical and mental exertion on the part of its teachers and pupils.

A normal school imbued with the spirit of cooperation, with a faculty of cultured and trained specialists, with a course of study adapted to local needs, and a school day adjusted to its work, cannot help but send forth into the service of the city young people inspired by high academic and professional ideals and in sympathy with the noble work and high purposes of our schools.

Health and Sanitary Environment

A sound mind in a sound body is an old educational axiom, one almost as neglected however as it is old. Still, with a growing appreciation of the relation between mental work and health and with an increasing appreciation of the significance of health, more attention is being given to the physical well-being of school children. Our school yards are being enlarged, school and neighborhood playgrounds are being provided, out-door games as well as field day exercises between different schools are being encouraged, high school athletics has been reorganized and placed under faculty coaches, while our new buildings are being equipped with gymnasiums and play rooms. Our system of medical inspection has been improved, the number of school dispensaries increased, and professional nurses provided for at least two schools.

Increased attention is also being given to sanitary conditions. Our school yards and school rooms are kept cleaner; our buildings are being equipped with the latest systems of heating and ventilation, and the most sanitary types of closets are being installed. A new style of seat and desk has also been designed which is readily adjusted to the lines of the child's body and which will doubtless contribute much to the comfort and health of children.

Free Lectures and Social Center Development

The growing interest in this work and the spirit of cooperation everywhere manifested made possible an increase in the number of social centers and in the number of entertainments. These now include the best in science, literature, and music, and though they were made more practical than ever before, dealing directly with the pressing questions and problems of daily life, they lost thereby none of their popularity. The increasing number of auditoriums, the willingness of parents, teachers, and of public-minded citizens to participate and to contribute, promises much for the future of this movement, and will go far toward making the school a common meeting place, the center of the intellectual life of both the child and the parent, and in augmenting those forces that make for personal happiness and civic righteousness.

Evening Schools

The evening schools continue to grow in number and to increase in usefulness. The evening elementary school seeks to teach foreigners to speak and read English, to help boys and girls complete their elementary education and to prepare young men and women for some special line of work. Those in attendance upon the evening elementary schools are in the main foreigners. Some of them possess the rudiments of an education, yet before they can use their abilities to advantage they need to know English. The majority are, however, from the poor and uneducated class and must at least gain some knowledge of our language before they can secure any kind of employment.

The evening high school is attended on the other hand primarily by native Americans. Of its foreign-born students nearly one-half have been here ten years, and all are fairly well Americanized. Those in attendance are as a rule employed during the day, and represent more than a hundred occupations. The evening high school is serving, therefore the needs of American youths who are unable to take advantage of the day school and is enabling them to com-

Pottery—High School

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plete their secondary education, to advance further in a given study, or to equip themselves better for industrial and commercial activities.

The work of these two schools is of the highest worth. The evening elementary school affords the newcomer an opportunity to acquire speedily a knowledge of our language, of our laws and institutions, and is in consequence a powerful factor in the Americanization and proper assimilation of our foreign population. The evening high school opens, on the other hand, to ambitious and courageous American youths who are obliged to labor during the day, an opportunity for personal improvement and vocational advancement.

V

Conclusion

A spirit of progress and good-will thus pervades our schools and the work is characterized by earnestness and purposefulness. I am profoundly grateful for the faithful cooperation of the teaching body and for the intelligent and unfailing support of the Board of Education in every effort to advance the interests and increase the effectiveness of the schools of the city.

Respectfully submitted,
WILLIAM H. ELSON,
Superintendent of Schools.

VI.

General Statistics

The following schools are included in the Public School System of Cleveland for 1907-1908.

One Normal School, including 9 teachers in the Theory Department and 39 in the Practice Department; six high schools, with manual training and applied art departments; eighty elementary schools; seven manual training school centers for wood work and cooking in elementary schools; forty-five kindergartens; one school for the deaf; four evening high schools and sixty-two elementary schools.

NORMAL SCHOOLS

Number teachers employed	9
Average number pupils registered	184

HIGH SCHOOLS

Number teachers employed	209
Number teachers employed in Manual Training	18
Total number pupils registered	5,005
Average number pupils belonging	4,520
Average number pupils in daily attendance	4,378

GRAMMAR SCHOOLS

Number teachers employed	529
Total number pupils registered	22,041
Average number pupils belonging	19,082
Average number pupils in daily attendance	18,746

PRIMARY SCHOOLS

Number teachers employed	864
Total number pupils registered	42,879
Average number pupils belonging	34,415
Average number pupils in daily attendance	32,149

KINDERGARTENS

Number teachers employed	81
Total number pupils registered	3,605
Average number pupils belonging	2,302
Average number pupils in daily attendance	2,126

SCHOOL FOR THE DEAF

Number teachers employed	11
Total number pupils registered	68
Average number pupils belonging	66
Average number pupils in daily attendance	62

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BOYS' SCHOOL

Number teachers employed	8
Total number pupils registered	798
Average number pupils belonging	140
Average number pupils in daily attendance	132

DEFECTIVE CLASSES

Number teachers employed	12
Total number pupils registered	213

EVENING HIGH SCHOOLS

Number teachers employed	54
Total number pupils registered	1,228
Average number pupils belonging	1,097
Average number pupils in daily attendance	846

EVENING ELEMENTARY SCHOOLS

Number teachers employed	62
Total number pupils registered	5,440
Average number pupils belonging	1,767
Average number pupils in daily attendance	1,257

SUMMARY

Number Supervisors employed	22
Number Grammar and Primary School Principals employed	81
Number Primary School Principals employed	1
Number Grammer School Teachers employed	529
Number Primary School Teachers employed	864
Number Special German Teachers employed	76
Number Teachers for Defective Classes employed	12
Number Normal School Teachers employed	9
Number High School Teachers employed	209
Number High School Teachers employed Manual Training	18
Number Teachers in School for Deaf	11
Number Boys' School Teachers employed	8
Number Kindergartners	81
Number Manual Training and Cooking School Teachers (Elementary Schools)	14
Number Evening High School Teachers employed	54
Number Evening Elementary School Teachers employed	52
Total	2,016

The enumeration of children of school age in 1908 gave 64,308 boys and 63,735 girls, making a total school population of 128,043.

During the last five years the school children enumerated as of school age and those registered in the public schools were as follows:

	Enumeration	Registration	Per cent of those enumerated who were registered
1904	114,522	66,526	58.0
1905	114,393	67,202	58.7
1906	121,863	69,512	57.0
1907	125,368	69,694	55.3
1908	128,043	69,925	54.6

The pupils registered in each of the eight years of the elementary course, and in each of the four years of the high school course, during the last two school years were as follows:

	1906-7	1907-8
Number pupils registered first year	14,189	14,509
Number pupils registered second year	9,684	9,992
Number pupils registered third year	9,979	9,530
Number pupils registered fourth year	8,842	8,780
Number pupils registered fifth year	7,704	7,702
Number pupils registered sixth year	6,389	6,179
Number pupils registered seventh year	4,592	4,974
Number pupils registered eighth year	3,245	3,254
Number pupils registered in high school ,first year	2,056	1,903
Number pupils registered in high school, second year	1,334	1,426
Number pupils registered in high school, third year	928	936
Number pupils registered in high school ,fourth year	752	740

Of the total number of pupils registered last year in the elementary grades, 33,492 were boys, and 31,428 were girls; in the high schools there were 2,402 boys and 2,603 girls. There were 184 pupils in the Normal Training School. This number in the Normal School includes both the class graduated in June and the opening class of last September.

In the elementary schools 29,546, or 45.5 per cent. of the whole number registered in the elementary schools, belonged the entire year; in the high schools 3,358 or 67.2 per cent. of those registered in the high schools, belonged the entire year.

In the elementary schools 6,492, or 10 per cent. of those registered in the elementary schools, were present every day during the entire year; in the high schools 734 pupils, or 14.7 per cent. of those registered in the high schools, were present every day.

The average number of pupils belonging in all the schools was 57,475, or 82.1 per cent. of the enrollment.

The average daily attendance was 54,982, or 95.4 per cent. of the number belonging.

The average number of teachers employed in the Normal, High, Manual Training and Elementary Schools during the year was 1,752. The number of Kindergarten teachers employed was 81.

The average number of pupils per teacher was 43. This is based on total registration.

The following table of comparisons may be of interest:

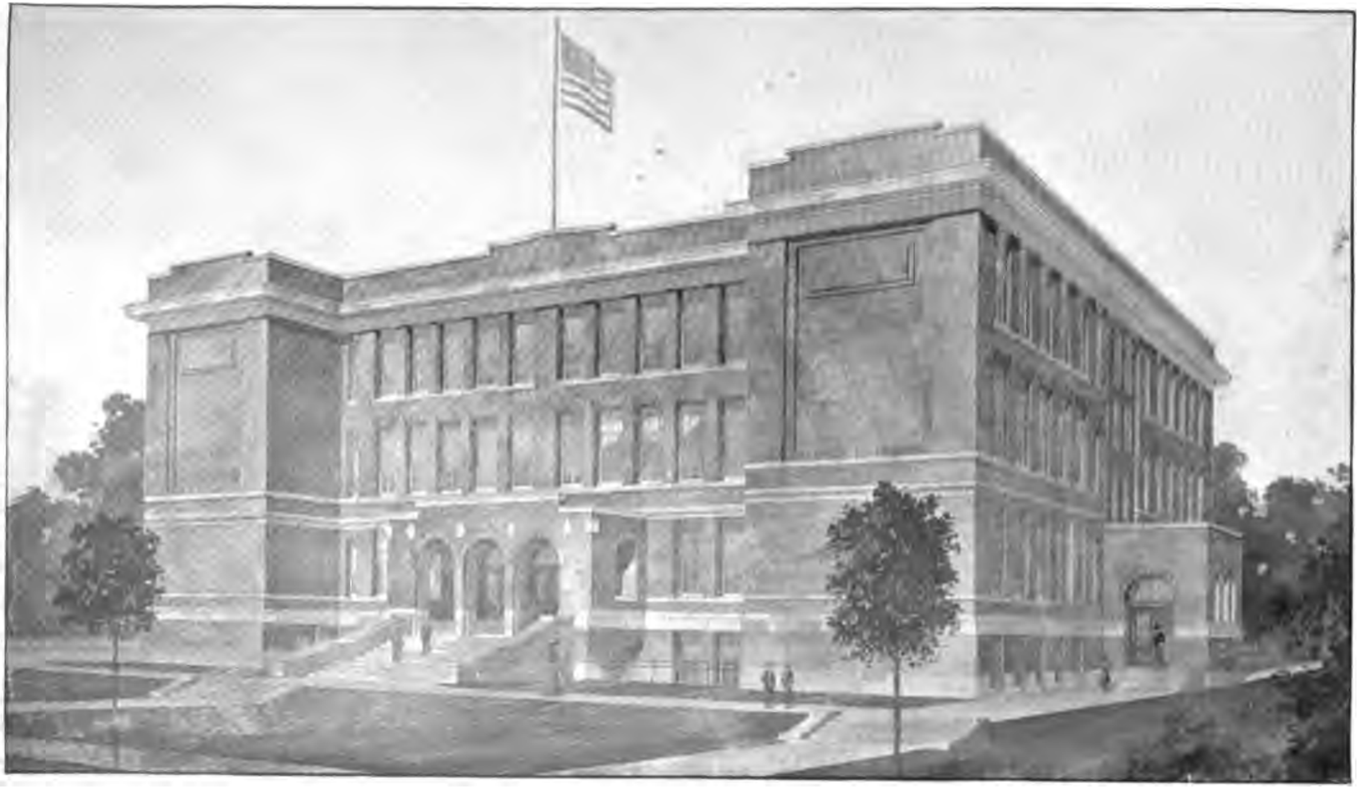
Per Cent of Enrollment Belonging the Entire Year

1887	29.4	1895	35.2	1902	41.8
1889	34.7	1896	41.1	1903	41.6
1890	26.9	1897	43.8	1904	41.1
1891	36.6	1898	40.0	1905	45.7
1892	33.7	1899	42.4	1906	45.6
1893	36.6	1900	40.6	1907	45.6
1894	37.5	1901	39.6	1908	45.4

Cost of Instruction

The entire cost of instruction—supervisors' and teachers' salaries—not including manual training or kindergarten, was $1,520,250.35. So that the cost per pupil based upon the

	1906-7	1907-8
Census enumeration was	11.91	11.87
Enrollment	21.43	21.74
Average daily belonging	26.36	26.45
Average daily attendance	27.38	27.64



Columbia School

Columbia Ave. near East 105th St.

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

SUPERINTENDENT'S REPORT

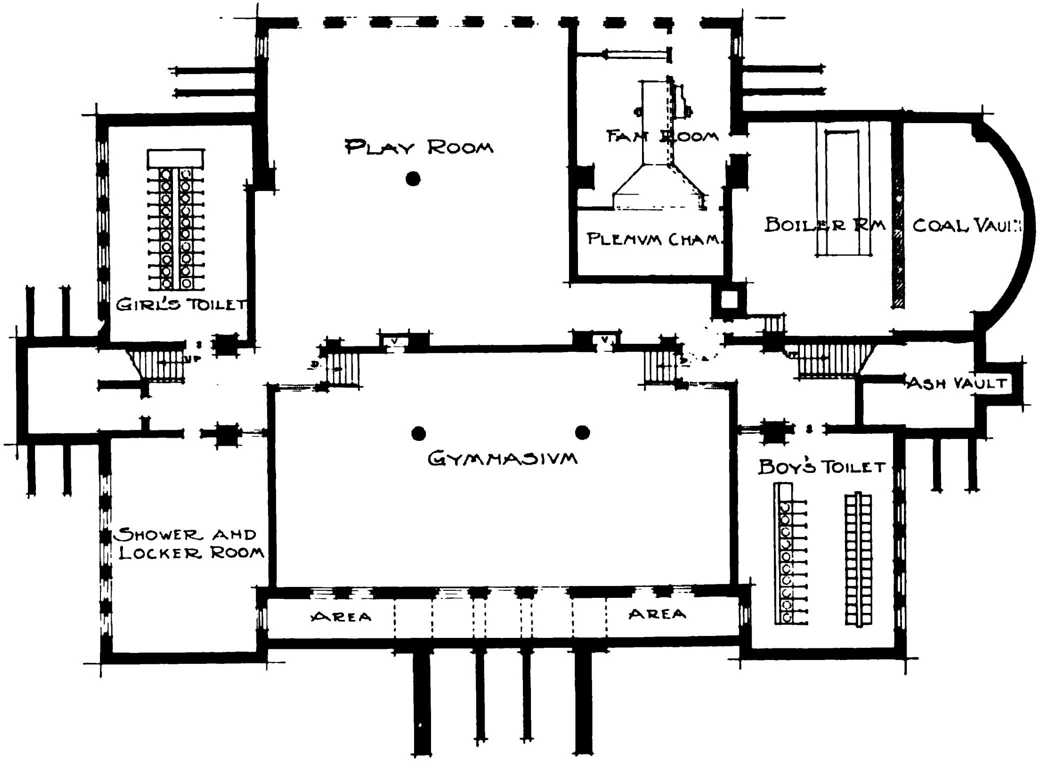
Statistical

EXHIBIT A

TABLE I

Showing the Number of Pupils Registered at Respective Ages in the Several Schools

SCHOOLS	BOYS AND GIRLS.												
	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Alabama	86	49	59	56	59	37	43	35	25	5	......	......	......	454
Barkwill	117	109	97	88	77	83	70	70	21	3	......	......	......	735
Bolton	128	168	126	132	123	158	150	130	85	28	6	2	1	1237
Broadway	108	76	105	85	110	84	91	78	35	15	1	......	......	788
Brownell	146	149	135	191	191	157	176	166	104	32	7	1	......	1455
Buhrer	88	63	77	98	91	85	104	72	40	5	1	......	......	724
Case	98	113	91	93	103	95	75	79	45	20	7	......	......	819
Case-Woodland	89	180	120	91	113	96	80	78	38	11	......	......	......	896
Clark	129	93	89	83	97	81	71	87	22	5	......	......	......	757
Dawning	76	76	52	57	60	82	55	45	18	4	......	......	......	525
Denison	137	127	131	115	129	120	154	150	86	29	8	1	......	1187
Detroit	156	79	95	98	102	74	81	71	29	11	1	......	......	797
Dike	148	86	101	102	90	71	95	90	41	18	6	1	......	849
Doan	94	102	87	90	83	97	103	97	45	25	2	1	......	826
Dunham	121	91	109	79	115	115	115	101	47	18	1	......	......	912
Eagle	66	72	81	69	52	50	37	17	8	6	1	......	......	459
East Denison	49	44	33	26	36	17	8	3	1	......	......	......	......	217
East Madison	205	140	144	151	153	138	117	114	38	5	2	......	......	1207
Fairmount	111	74	74	95	94	85	90	79	46	13	4	......	......	765
Fowler	86	59	86	59	89	72	81	71	28	4	3	......	......	638
Fullerton	79	101	92	85	90	81	89	69	23	4	......	......	......	713
Fruitland	37	30	29	30	22	27	24	30	11	10	......	1	2	253
Giddings	118	86	88	62	69	96	80	104	71	13	1	......	......	788
Gilbert	101	79	118	92	67	78	91	57	21	3	......	......	......	707
Gordon	91	82	78	85	75	71	73	78	29	7	2	......	1	672
Halle	85	83	53	65	60	62	44	43	29	5	1	......	......	530
Harmon	133	112	138	104	128	113	81	128	68	25	5	......	......	1035
Harvard	88	65	57	50	61	41	55	88	28	9	......	......	......	542
Hazeldell	67	57	46	54	44	36	44	36	39	16	2	1	......	442
Hicks	113	111	122	116	118	112	108	108	36	7	3	......	......	954
Hodge	106	102	86	78	92	78	82	61	37	12	9	2	......	745
Hough	162	125	126	145	129	139	139	125	75	24	5	......	1	1195
Huck	84	80	89	58	63	50	53	59	19	5	......	......	......	560
Kentucky	91	83	77	73	94	83	104	87	58	13	4	1	......	768
Kinsman	187	152	160	124	136	129	120	120	30	8	1	......	......	1167
Landon	96	87	69	84	74	73	94	79	54	23	5	......	......	738
Lawn	90	67	84	61	51	53	69	55	27	9	......	......	......	566
Lincoln	107	110	105	93	78	70	81	78	51	13	3	......	1	790
Marion	207	112	136	131	131	96	125	100	64	19	10	......	......	1181
Mayflower	223	247	240	201	186	156	141	161	99	24	6	2	......	1689
Miles	43	33	26	34	41	17	38	16	10	1	......	......	......	259
Miles Park	83	88	78	72	66	71	78	85	53	16	4	......	......	694



Basement Plan
Scale 1/16" = 1'-0"

Columbia School

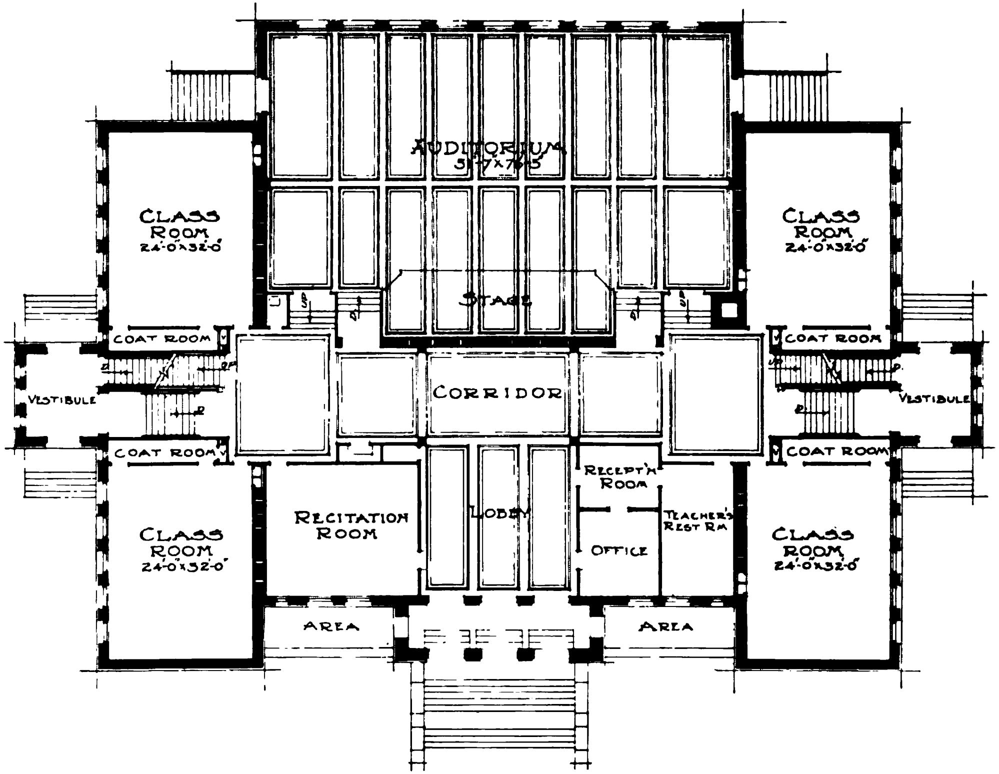
ASTOR, LENOX AND
TILDEN FOUNDATIONS.

Mill	96	54	74	52	78	63	69	57	28	8	2	1	......	582
Milford	166	155	129	138	127	112	110	106	20	1	......	1	......	1065
Mound	107	98	78	51	69	51	58	52	18	2	......	......	......	584
Mt. Pleasant	54	36	48	41	41	46	31	20	4	......	......	......	......	321
Murray Hill	126	116	129	102	106	87	108	82	45	5	1	......	......	907
North Doan	93	95	96	96	105	105	95	80	57	14	4	......	......	840
Orchard	123	146	138	135	123	115	117	115	53	7	1	......	......	1073
Outhwaite	223	140	214	210	189	185	183	163	77	22	6	......	......	1612
Parkwood	81	77	84	71	81	66	74	70	38	18	......	......	......	660
Pearl	68	37	50	36	61	31	37	40	27	7	2	......	......	396
Quincy	119	84	87	86	90	79	89	93	30	12	3	......	1	782
Rice	105	81	71	78	62	53	57	45	14	......	......	......	......	566
Rockwell	62	44	42	48	60	57	45	43	12	8	3	......	2	426
Rosedale	108	92	88	99	112	88	82	95	48	16	3	1	......	832
Sackett	173	156	111	146	136	94	107	113	48	11	1	......	......	1096
Scranton	68	88	96	85	100	83	104	74	25	4	......	......	......	727
Sibley	117	113	95	102	116	155	123	86	78	30	10	1	......	1026
South Case	202	166	164	152	166	125	154	118	62	19	4	......	......	1332
Sowinski	189	133	115	123	122	133	91	119	51	15	4	......	......	1095
Stanard	93	113	92	78	91	87	87	69	35	9	1	......	......	755
Sterling	145	101	119	111	108	108	111	92	60	17	9	......	......	981
St. Clair	99	111	122	112	118	84	113	99	65	18	4	......	......	945
Tod	82	67	53	59	51	61	52	50	20	2	......	......	......	497
Tremont	218	220	167	175	167	150	140	123	54	2	1	......	......	1417
Union	136	101	99	120	129	100	93	87	23	3	1	......	......	892
Wade Park	110	138	117	108	123	105	92	119	71	19	5	......	......	1007
Walton	116	78	105	119	83	100	92	79	18	5	......	......	......	795
Waring	96	99	85	85	79	95	92	72	46	10	......	......	......	759
Warner	36	41	32	29	34	30	12	3	2	......	......	......	......	219
Warren	162	148	129	141	144	113	96	114	37	6	......	......	......	1090
Watterson	70	41	52	52	44	46	23	19	3	......	......	......	......	350
Waverly	107	83	75	72	85	79	79	70	40	9	2	......	......	701
Willard	159	119	113	100	106	114	98	77	47	9	4	......	......	946
Willson	135	123	98	98	112	92	97	101	48	11	1	1	......	917
Woodland	105	129	102	105	88	91	98	99	51	10	2	......	......	880
Woodland Hills	99	96	62	106	84	76	81	78	44	16	3	......	......	745
Wooldridge	180	115	129	113	110	106	105	102	49	26	6	1	......	1042
Boys' School	2	3	14	30	51	94	143	188	152	71	46	4	......	798
School for Deaf	9	5	6	13	7	9	11	2	7	5	......	......	3	77
Total Primary and Grammar	9068	7884	7669	7432	7600	6997	7058	6617	3350	970	240	23	12	64920
Central High	......	......	......	......	......	......	4	54	252	436	420	241	171	1578
East High	......	......	......	......	......	......	1	40	196	325	287	203	152	1204
Glenville High	......	......	......	......	......	......	3	5	66	118	125	98	48	463
Lincoln High	......	......	......	......	......	......	2	12	115	140	159	105	71	604
South High	......	......	......	......	......	......	1	11	96	134	101	70	24	437
West High	......	......	......	......	......	......	......	15	108	178	203	128	87	719
Total High	......	......	......	......	......	......	11	137	833	1331	1295	845	553	5005
Grand Total	9068	7884	7669	7432	7600	6997	7069	6754	4183	2201	1535	868	565	69925

TABLE II

Showing Time of Pupils' Continuance in School

SCHOOLS	BOYS AND GIRLS												
	The Entire Year	Per Cent. of Whole No. Registered	Eight Months and Less than Ten	Per Cent. of Whole No. Registered	Six and Less than Eight	Per Cent of Whole No. Registered	Four and Less than Six	Per Cent. of Whole No. Registered	Two and Less than Four	Per Cent. of Whole No. Registered	Less than Two	Per Cent. of Whole No. Registered	Total Number Registered
Alabama	172	37.9	88	19.5	49	10.8	48	10.5	49	10.8	48	10.5	454
Barkwill	474	64.5	114	15.5	54	7.3	34	4.6	36	4.9	23	3.2	735
Bolton	589	47.6	345	27.9	78	6.3	77	6.2	80	6.5	68	5.5	1237
Broadway	414	52.5	204	25.9	54	6.9	31	3.9	59	7.5	26	3.3	788
Brownell	533	36.6	341	23.4	143	10.0	142	9.7	156	10.7	140	9.6	1455
Buhrer	351	48.5	208	28.7	50	6.9	23	3.2	48	6.6	44	6.1	724
Case	357	43.6	219	26.9	51	6.3	49	5.8	61	7.4	82	10.0	819
Case-Woodland	457	51.0	212	23.7	60	6.7	56	6.2	51	5.7	60	6.7	896
Clark	456	60.2	161	21.3	40	5.3	27	3.6	43	5.7	30	3.9	757
Dawning	209	39.8	162	30.9	36	6.9	37	7.0	57	10.9	24	4.5	525
Denison	665	56.0	286	24.1	79	6.7	38	2.4	68	6.5	51	4.3	1187
Detroit	308	38.7	205	25.7	51	6.4	52	6.5	104	13.0	77	9.7	797
Dike	354	41.7	230	27.1	76	8.9	63	7.4	66	7.8	60	7.1	849
Doan	404	48.9	233	28.2	49	5.9	45	5.5	59	7.1	36	4.4	826
Dunham	433	48.0	256	28.0	50	6.0	54	6.0	70	7.0	49	5.0	912
Eagle	196	42.7	117	25.5	32	7.0	36	7.8	43	9.4	35	7.6	459
East Denison	119	54.8	38	17.5	22	10.1	8	3.7	14	6.5	16	7.4	217
East Madison	616	51.0	282	23.3	78	6.5	68	5.6	105	8.8	58	4.8	1207
Fairmount	317	41.4	206	26.9	68	8.9	38	5.0	75	9.8	61	8.0	765
Fowler	377	59.1	129	20.2	33	5.2	14	2.2	54	8.4	31	4.9	638
Fullerton	387	54.3	145	20.3	48	6.7	36	5.1	68	9.5	29	4.1	713
Fruitland	126	49.8	70	27.7	9	3.6	19	7.6	18	7.0	11	4.3	253
Giddings	408	51.7	175	22.3	60	7.6	44	5.6	65	8.2	36	4.6	788
Gilbert	334	47.2	224	31.7	57	8.1	45	6.4	30	4.2	17	2.4	707
Gordon	323	48.1	212	31.5	33	4.9	28	4.2	44	6.5	32	4.8	672
Halle	285	53.8	121	22.8	39	7.4	18	3.4	49	9.2	18	3.4	530
Harmon	455	44.0	177	17.1	91	8.8	85	8.2	110	10.6	117	11.3	1035
Harvard	245	45.2	153	28.2	49	9.0	35	6.4	38	7.1	22	4.1	542
Hazeldell	136	30.0	203	46.0	39	9.0	21	5.0	29	4.0	14	3.0	442
Hicks	382	40.0	261	27.3	77	8.0	78	8.2	85	9.0	71	7.5	954
Hodge	352	47.0	206	28.0	31	4.0	64	9.0	59	8.0	33	4.0	745
Hough	547	45.8	393	32.9	71	5.9	58	4.9	67	5.6	59	4.9	1195
Huck	321	57.3	112	20.0	35	6.3	35	6.3	44	7.8	13	2.3	560
Kentucky	380	50.5	144	18.7	72	9.3	35	4.5	76	9.1	61	7.9	768
Kinsman	555	46.0	298	26.0	100	9.0	79	7.0	79	7.0	56	5.0	1167
Landon	326	44.2	247	33.5	35	4.7	42	5.7	52	7.0	36	4.9	738
Lawn	238	42.0	167	29.5	55	9.7	26	4.5	48	8.4	32	4.1	566



FIRST FLOOR PLAN
SCALE 1/16"=1'-0"

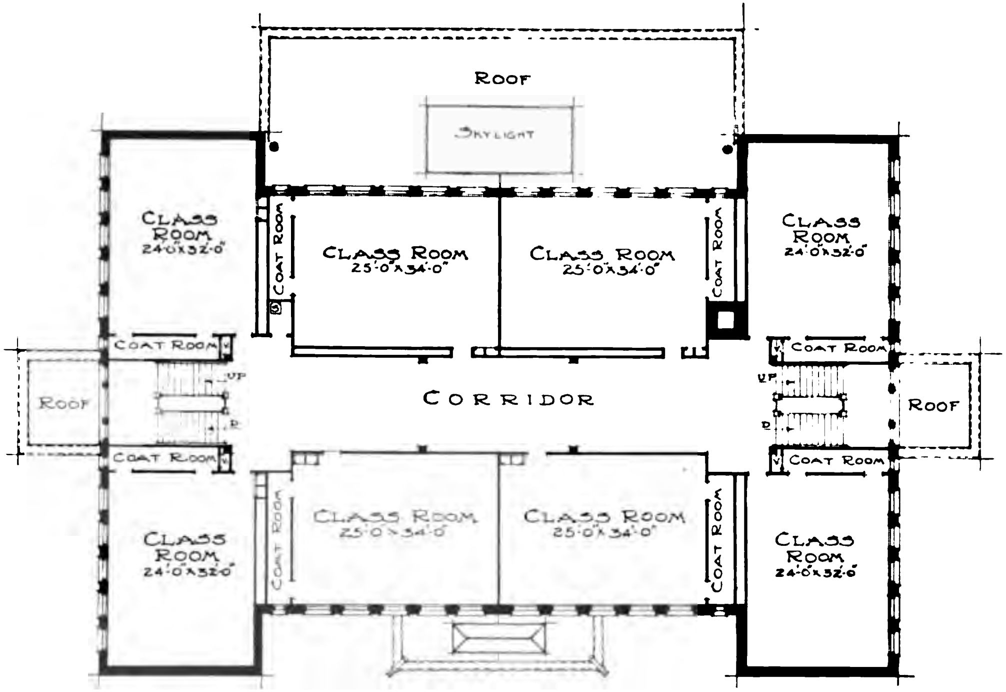
Columbia School

Lincoln	369	46.7	201	25.5	67	8.5	57	7.2	58	7.3	38	4.8	790
Marion	445	39.3	278	24.5	98	8.7	65	5.8	105	9.3	140	12.4	1131
Mayflower	160	10.0	1054	62.5	152	9.0	87	5.2	113	6.6	114	6.7	1680
Miles	132	50.9	65	25.1	25	9.6	5	1.9	22	8.5	10	4.0	259
Miles Park	333	47.8	190	27.3	51	7.3	34	4.8	60	9.2	26	3.6	694
Mill	311	53.3	121	20.8	32	5.5	21	3.6	60	10.3	37	6.5	582
Milford	569	53.4	265	24.9	55	5.2	68	6.4	76	7.1	32	3.0	1065
Mound	327	56.0	111	19.0	34	6.0	25	4.2	59	10.1	28	4.7	584
Mt. Pleasant	142	44.0	115	36.0	14	4.0	17	5.0	22	7.0	11	4.0	321
Murray Hill	516	56.9	226	24.9	71	7.9	25	2.7	38	4.2	31	3.4	907
North Doan	374	44.5	272	32.4	54	6.4	51	6.1	58	6.9	31	3.7	840
Orchard	527	49.1	242	22.6	105	9.8	57	5.3	82	7.6	60	5.6	1073
Outhwaite	679	42.1	422	26.1	134	8.3	103	6.5	157	9.7	117	7.3	1612
Parkwood	267	40.4	145	22.0	114	17.2	39	6.0	64	9.7	31	4.7	660
Pearl	203	51.3	104	26.3	29	7.3	18	4.5	27	6.8	15	3.8	396
Quincy	396	50.6	164	21.0	65	8.3	37	4.7	54	7.0	66	8.4	782
Rice	351	62.0	116	20.5	29	5.1	18	3.2	26	4.6	26	4.6	566
Rockwell	103	24.0	91	20.3	49	10.5	44	10.0	91	20.0	48	10.2	426
Rosedale	372	44.7	181	21.8	40	4.8	43	5.2	160	19.2	36	4.3	832
Sackett	602	55.0	284	25.9	66	6.0	63	5.8	38	3.4	43	3.9	1096
Scranton	342	47.0	205	28.1	59	8.2	26	3.6	53	7.3	42	5.8	727
Sibley	390	38.0	272	26.5	96	9.4	87	8.5	108	10.5	73	7.1	1026
South Case	573	43.0	338	25.4	98	7.4	74	5.5	133	10.0	116	8.7	1332
Sowinski	540	49.3	282	25.7	86	7.8	67	6.1	82	7.4	38	3.7	1095
Stanard	311	41.2	166	21.9	56	7.5	61	8.1	71	9.4	90	11.9	755
Sterling	349	35.5	244	24.8	93	9.4	68	6.9	104	10.9	123	12.5	981
St. Clair	342	36.2	207	21.9	80	8.5	104	11.0	99	10.5	113	11.9	945
Tod	269	54.1	121	24.4	34	6.9	17	3.4	35	7.0	21	4.2	497
Tremont	632	44.6	419	29.6	128	9.0	76	5.4	91	6.4	71	5.0	1417
Union	513	57.5	208	23.3	59	6.6	33	3.7	37	4.2	42	4.7	892
Wade Park	461	45.8	311	30.9	51	5.1	47	4.6	85	8.4	52	5.2	1007
Walton	336	42.3	276	34.7	56	7.0	34	4.3	46	5.8	47	5.9	795
Waring	389	51.3	180	23.7	48	6.4	48	6.4	47	6.1	47	6.1	759
Warner	62	28.3	75	34.2	26	11.9	13	6.0	29	13.2	14	6.4	219
Warren	619	65.9	232	12.1	78	7.2	40	3.7	72	4.5	49	6.6	1090
Watterson	149	42.6	101	28.8	23	6.6	22	6.3	37	10.6	18	5.1	350
Waverly	348	49.7	165	23.5	59	8.4	36	5.1	54	7.7	39	5.6	701
Willard	404	42.6	275	29.1	106	11.2	48	5.1	59	6.3	54	5.7	946
Willson	405	44.2	245	26.7	82	8.9	68	7.4	68	7.4	49	5.4	917
Woodland	463	52.7	200	22.7	73	8.3	52	5.9	49	5.6	43	4.8	880
Woodland Hills	392	52.6	161	21.6	66	8.9	32	4.3	65	8.7	29	3.9	745
Wooldridge	422	49.1	245	24.0	65	6.3	65	6.3	97	9.5	148	4.8	1042
Boy's School	3	1.0	26	3.0	36	4.0	44	5.0	88	11.0	601	76.0	798
School for Deaf	44	57.0	18	23.0	6	8.0	1	1.0	3	4.0	5	7.0	77
Total Primary and Grammar	29546	45.5	16963	26.1	4902	7.6	3728	5.7	5241	8.1	4540	7.0	64920
Central High	1067	67.6	260	16.5	71	4.5	60	3.7	50	3.2	70	4.5	1578
East High	766	63.7	253	21.0	52	4.3	46	3.8	41	3.4	46	3.8	1204
Glenville High	302	65.2	81	17.5	23	4.9	18	3.9	22	4.8	17	3.7	463
Lincoln High	428	70.9	104	17.2	21	3.5	15	2.5	17	2.8	19	3.1	604
South High	306	70.0	82	18.8	11	2.5	13	3.0	14	3.2	11	2.5	437
West High	489	68.0	130	18.2	38	5.3	22	3.0	22	3.0	18	2.5	719
Total High	3358	67.2	910	18.1	216	4.3	174	3.5	166	3.3	181	3.6	5005
Grand Total	32904	47.0	17873	25.6	5118	7.3	3902	5.6	5407	7.7	4721	6.8	69925

TABLE III.

Showing the Degree of Regularity of Attendance in the Several Schools.

SCHOOLS	Never Absent	Per Cent. of Whole Number Registered	Absent Less than One-half Day per Week	Per Cent. of Whole Number Registered	Absent One-half and Less than One Day per Week	Per Cent. of Whole Number Registered	Absent One and Less than Two Days per Week	Per Cent. of Whole Number Registered	Absent Two and Less than Three Days per Week	Per Cent. of Whole Number Registered	Absent More than Three Days per Week	Per Cent. of Whole Number Registered	Total Number Registered
Alabama	33	7.2	332	73.1	65	14.3	15	3.4	3	.7	6	1.3	454
Barkwill	112	15.4	589	80.0	22	2.9	9	1.4	2	.2	1	.1	735
Bolton	145	11.7	970	78.4	104	8.4	15	1.2	3	.3	......	......	1237
Broadway	79	10.0	621	78.8	72	9.2	16	2.0	......	......	......	......	788
Brownell	80	5.5	985	67.8	285	19.6	91	6.3	12	.8	2	......	1455
Buhrer	69	9.5	587	81.1	56	7.7	12	1.7	......	......	......	......	724
Case	70	8.6	637	77.8	85	10.4	24	2.9	2	.2	1	.1	819
Case-Woodland	48	5.4	688	76.8	128	14.3	26	2.9	3	.3	3	.3	896
Clark	82	10.9	611	80.7	50	6.6	9	1.2	4	.5	1	.1	757
Dawning	61	11.6	415	79.1	43	8.2	6	1.1	......	......	......	......	525
Denison	131	12.0	980	82.3	60	5.5	15	.2	1	......	......	......	1187
Detroit	59	7.4	580	72.8	113	14.2	40	5.0	3	.4	2	.2	797
Dike	87	10.2	675	79.5	64	7.6	23	2.7	......	......	......	......	849
Doan	103	12.5	681	82.4	32	3.9	9	1.1	......	......	1	.1	826
Dunham	100	11.0	735	80.6	62	6.8	13	1.4	2	.2	......	......	912
Eagle	48	10.5	345	75.2	50	10.9	13	2.8	2	.4	1	.2	459
East Denison	27	12.4	169	77.9	17	7.8	4	1.9	......	......	......	......	217
East Madison	146	12.1	963	80.0	80	6.6	14	1.1	3	.2	1	......	1207
Fairmount	49	6.4	580	75.8	92	12.0	32	4.2	9	1.2	3	.4	765
Fowler	64	10.0	526	82.4	38	6.0	7	1.1	1	.2	2	.3	638
Fullerton	75	10.5	567	79.6	57	7.9	11	1.5	3	.5	......	......	713
Fruitland	24	9.0	210	83.1	17	7.0	2	.9	......	......	......	......	253
Giddings	78	10.0	646	81.9	54	6.9	8	1.0	1	.1	1	.1	788
Gilbert	55	7.8	573	81.1	64	9.1	15	2.0	......	......	......	......	707
Gordon	84	12.5	521	77.5	55	8.2	10	1.5	2	.3	......	......	672
Halle	53	10.0	444	83.8	15	3.0	16	3.0	2	.2	......	......	530
Harmon	45	4.3	698	67.5	201	19.4	67	6.5	21	2.0	3	.3	1035
Harvard	43	8.0	426	78.6	64	11.8	8	1.5	......	......	1	.1	542
Hazeldell	31	7.0	367	83.0	38	9.0	6	1.0	......	......	......	......	442
Hicks	92	9.0	696	73.0	139	14.0	21	2.0	3	1.0	3	1.0	954
Hodge	90	12.0	603	81.0	37	5.0	11	2.0	2	......	2	......	745
Hough	100	8.4	1003	84.0	76	6.3	14	1.2	1	.1	1	......	1195
Huck	56	10.0	447	79.8	46	8.2	10	1.8	......	......	1	.2	560
Kentucky	115	15.2	533	69.4	75	9.7	25	3.2	12	1.5	8	1.0	768
Kinsman	113	10.0	929	80.0	106	9.1	15	1.0	3	......	1	......	1167
Landon	53	7.2	590	79.9	72	9.8	21	2.9	1	.1	1	.1	738
Lawn	46	8.2	418	73.8	76	13.5	21	3.7	1	.1	4	.7	566
Lincoln	110	79.4	627	13.9	34	4.3	19	2.4	......	......	......	......	790
Marion	44	3.9	734	64.8	229	20.4	53	4.7	23	2.0	48	4.2	1131



Second Floor Plan
Scale 1/16"=1'-0"

Columbia School

NOX AND
TIONS.

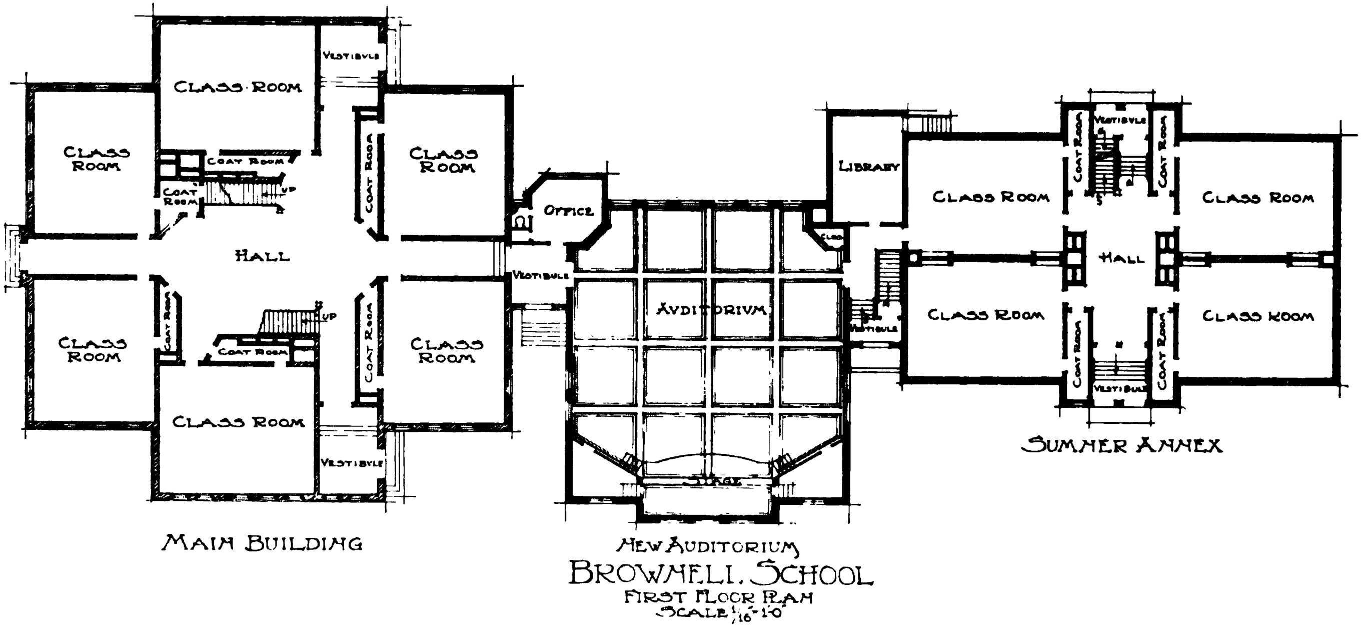
Mayflower	38	2.2	1143	67.7	412	24.3	74	4.6	12	.6	10	.6	1089
Miles	24	9.5	203	78.8	27	9.8	5	1.9	......	......	......	......	259
Miles Park	60	8.6	556	80.1	63	9.7	10	1.0	4	.5	1	.1	694
Mill	85	14.6	456	78.3	37	6.5	4	.6	......	......	......	......	582
Milford	93	8.7	901	84.6	56	5.3	14	1.3	1	.1	......	......	1065
Mound	67	11.5	467	79.9	39	6.7	11	1.9	......	......	......	......	584
Mt. Pleasant	31	9.0	262	82.0	23	7.0	5	2.0	......	......	......	......	321
Murray Hill	24	2.6	720	79.3	125	13.8	30	3.3	6	.7	2	.3	907
North Doan	88	10.5	670	79.8	63	7.5	19	2.2	......	......	......	......	840
Orchard	139	12.9	813	75.8	95	8.8	20	1.9	3	.3	3	.3	1073
Outhwaite	59	3.6	1193	74.1	300	18.6	56	3.5	4	.2	......	......	1612
Parkwood	66	10.0	544	82.4	39	6.0	10	1.5	1	.1	......	......	660
Pearl	41	10.4	313	79.0	33	8.4	7	1.8	1	.2	1	.2	396
Quincy	86	11.0	597	76.4	73	9.3	19	2.4	7	.9	......	......	782
Rice	63	11.1	448	79.2	40	7.1	12	2.1	3	.5	......	......	566
Rockwell	45	11.0	290	68.6	59	13.5	24	5.5	8	1.4	......	......	426
Rosedale	116	14.0	660	79.3	51	6.1	3	.4	1	.1	1	.1	832
Sackett	112	10.2	921	84.0	49	4.5	14	1.3	......	......	......	......	1096
Scranton	69	9.5	593	81.6	58	8.0	6	.8	......	......	1	.1	727
Sibley	123	12.0	757	74.0	119	11.6	24	2.4	3	......	......	......	1026
South Case	43	3.2	1023	76.8	193	14.4	66	5.0	5	.4	2	.2	1332
Sowinski	168	15.7	849	77.5	65	5.7	11	1.0	2	.1	......	......	1095
Stanard	84	11.1	603	79.8	64	8.5	4	.6	......	......	......	......	755
Sterling	57	5.8	707	72.1	153	15.6	51	5.2	7	.7	6	.6	981
St. Clair	76	8.1	708	74.9	105	11.1	44	4.7	11	1.2	1	......	945
Tod	65	13.1	403	81.1	22	4.4	6	1.2	1	.2	......	......	497
Tremont	101	7.1	1070	75.6	181	12.7	56	4.0	3	.2	6	.4	1417
Union	126	14.1	678	76.0	73	8.2	12	1.4	2	.2	1	.1	892
Wade Park	119	11.8	817	81.2	61	6.1	10	.9	......	......	......	......	1007
Walton	84	10.5	651	81.8	48	6.4	10	1.2	......	......	2	.1	795
Waring	86	11.4	611	80.5	45	5.9	16	2.1	1	.1	......	......	759
Warner	20	9.1	163	74.4	26	12.0	9	4.1	1	.4	......	......	219
Warren	118	10.8	881	80.8	72	6.6	19	1.8	......	......	......	......	1090
Watterson	35	10.0	286	81.7	22	6.3	7	2.0	......	......	......	......	350
Waverly	92	13.2	520	74.2	59	8.5	28	4.0	2	.1	......	......	701
Willard	73	7.7	765	80.8	79	8.4	24	2.6	3	.3	2	.2	946
Willson	80	8.7	732	79.8	90	9.9	14	1.5	1	......	......	......	917
Woodland	75	8.6	717	81.4	59	6.7	25	2.9	2	.2	2	.2	880
Woodland Hills	80	10.8	588	78.9	64	8.6	12	1.6	1	.1	......	......	745
Wooldridge	103	9.8	782	75.0	103	9.9	30	2.9	2	.2	22	2.2	1042
Boys' School	469	59.0	211	27.0	45	6.0	34	4.0	8	1.0	31	3.0	798
School for Deaf	9	12.0	56	73.0	7	9.0	4	5.0	1	1.0	......	......	77
Total Primary and Grammar	6492	10.0	50029	77.0	6370	9.8	1605	2.5	232	.4	192	.3	64920
Central High	233	14.8	1136	72.0	141	8.9	56	3.5	6	.4	6	.4	1578
East High	159	13.2	841	69.9	137	11.3	58	4.8	6	.5	3	.3	1204
Glenville High	46	9.9	340	73.5	52	11.2	24	5.2	......	......	1	.2	463
Lincoln High	115	19.0	442	73.2	36	6.0	11	1.8	......	......	......	......	604
South High	59	13.5	330	75.5	31	7.1	12	2.8	4	.9	1	.2	437
West High	122	17.0	520	72.3	55	7.6	20	2.8	2	.3	......	......	719
Total High	734	14.7	3609	72.1	452	9.0	181	3.6	18	.4	11	.2	5005
Grand Total	7226	10.4	53638	76.7	6822	9.8	1786	2.6	250	.3	203	.2	69925

EXHIBIT A—Continued

TABLE IV

Showing the Number of Pupils in the Several Grades of Primary, Grammar and High Schools

SCHOOLS	PRIMARY										GRAMMAR											
	No. Registered 1st Year	Average Age	No. Registered 2d Year	Average Age	No. Registered 3d Year	Average Age	No. Registered 4th Year	Average Age	Total Registration Primary Grades	Average Age	No. Registered 5th Year	Average Age	No. Registered 6th Year	Average Age	No. Registered 7th Year	Average Age	No. Registered 8th Year	Average Age	Total Registration Grammar Grades	Average Age	Total Registration All Grades	Average Age
Alabama	163	6.9	86	8.8	61	10.3	47	11.0	357	9.2	36	11.3	19	11.8	19	12.5	23	13.7	97	12.6	454	10.8
Barkwill	174	6.4	143	7.9	117	9.1	72	10.3	506	7.9	84	11.2	68	11.9	42	12.3	35	13.1	229	12.1	735	10.2
Bolton	192	6.3	149	7.4	168	8.7	143	9.7	652	7.9	147	10.8	159	11.8	148	12.6	131	13.7	585	12.2	1237	9.9
Broadway	169	6.5	132	8.1	113	9.7	104	10.3	518	8.4	92	11.1	68	12.4	61	12.6	49	13.7	270	11.9	788	9.7
Brownell	366	7.4	264	9.1	221	10.1	193	10.8	1044	9.1	172	11.9	119	12.7	79	13.1	41	14.0	411	12.6	1455	10.1
Buhrer	120	6.4	87	7.6	103	9.1	123	11.2	433	8.4	87	10.9	78	11.7	80	12.8	46	13.2	291	12.0	724	9.8
Case	183	6.7	148	8.4	113	9.5	121	10.5	565	8.5	101	11.2	77	12.3	44	13.6	32	14.0	254	12.3	819	9.7
Case-Woodland	221	6.9	147	7.7	136	9.1	139	10.4	643	8.3	93	11.3	65	11.9	55	12.7	40	13.4	253	12.1	896	9.4
Clark	163	6.4	137	7.7	114	9.3	106	10.1	520	8.1	71	11.1	78	12.0	49	12.8	39	13.4	237	12.0	757	9.4
Dawning	121	6.5	80	7.8	87	9.4	75	10.5	363	8.3	67	11.1	58	12.5	28	12.8	9	13.4	162	12.0	525	9.4
Denison	184	6.4	168	7.6	155	9.0	134	10.1	641	8.3	182	11.4	146	12.1	132	13.2	86	13.9	546	12.6	1187	10.4
Detroit	248	6.6	133	8.5	125	9.7	105	10.6	611	8.4	80	11.6	43	12.3	33	12.6	30	13.6	186	12.3	797	9.3
Dike	206	6.4	108	7.8	106	9.2	105	10.1	525	8.0	99	10.9	83	12.1	91	13.1	48	13.5	321	12.3	849	9.5
Doan	143	6.3	87	7.4	107	8.6	105	9.9	442	7.9	115	10.9	104	12.2	92	12.7	73	13.7	384	12.2	826	9.9
Dunham	160	6.4	105	7.6	117	9.0	108	10.0	490	8.2	129	11.0	123	11.9	97	12.6	73	13.5	422	12.2	912	10.2
Eagle	216	7.5	108	9.5	85	10.5	50	11.3	459	8.9	....	....	....	....	....	....	....	....	....	....	459	8.9
East Denison	60	6.2	61	7.6	50	9.5	46	10.3	217	8.2	....	....	....	....	....	....	....	....	....	....	217	8.2
East Madison	258	6.3	159	7.5	190	8.7	175	10.0	782	8.0	157	11.1	125	11.8	97	12.5	46	13.1	425	11.8	1207	9.3
Fairmount	176	6.8	99	8.1	81	9.3	110	10.2	466	8.3	114	11.2	71	12.0	70	13.0	44	13.3	299	12.1	765	9.8
Fowler	130	6.5	77	8.1	114	9.3	89	10.4	410	8.4	98	11.3	55	12.5	43	12.6	32	13.3	228	12.1	638	9.7
Fullerton	220	7.1	152	8.9	113	10.8	104	11.2	589	9.0	53	11.7	38	12.3	27	12.6	6	13.5	124	12.2	713	9.5
Fruitland	44	6.0	37	7.0	26	8.0	30	9.0	137	8.0	35	10.0	36	13.0	21	14.0	24	15.0	116	12.0	253	10.0
Giddings	160	6.4	89	7.4	106	8.8	111	10.5	466	10.3	94	11.7	82	11.9	78	13.0	68	13.5	322	12.5	788	11.2
Gilbert	155	6.6	128	8.0	131	9.2	87	10.3	501	8.5	71	11.2	66	12.3	46	12.5	23	13.1	206	12.0	707	9.5
Gordon	128	6.4	87	7.6	90	8.7	110	9.9	415	8.1	87	11.1	66	11.9	64	12.8	40	13.5	257	12.1	672	9.6
Halle	127	6.4	67	7.4	82	8.9	66	10.0	342	7.9	59	10.9	50	11.6	51	12.8	28	13.8	188	12.1	530	9.4
Harmon	346	7.5	204	9.4	164	10.6	96	11.0	810	9.0	98	11.5	54	12.6	40	13.0	33	13.9	225	11.0	1035	10.0
Harvard	133	6.0	70	7.8	74	9.0	67	10.0	344	8.2	82	11.0	48	11.5	41	13.0	27	13.0	198	12.1	542	10.1
Hazeldell	106	6.4	55	7.7	63	9.1	64	10.2	288	8.1	51	11.8	40	12.3	45	14.1	18	13.9	154	12.8	442	9.7
Hicks	246	7.1	175	8.7	145	9.8	121	11.0	687	8.5	117	11.4	65	12.3	51	12.7	34	13.6	267	12.1	954	9.7
Hodge	152	6.4	99	7.6	101	8.6	105	10.0	457	7.5	97	10.8	92	12.1	52	12.6	47	14.5	288	12.5	745	10.0
Hough	182	6.2	131	7.4	172	8.5	159	9.6	644	7.9	147	10.8	167	11.7	129	12.8	108	13.6	551	12.1	1195	9.9
Huck	131	6.5	113	7.9	81	9.0	68	10.6	393	8.1	69	11.2	43	12.1	30	12.7	25	13.7	167	12.0	560	9.3
Kentucky	138	6.5	109	8.1	93	8.7	99	10.6	439	8.3	104	11.3	85	12.4	81	12.7	59	13.3	329	12.4	768	10.0
Kinsman	305	6.7	200	8.1	169	9.3	162	10.4	836	8.2	130	11.5	95	12.0	61	12.7	45	13.3	331	11.8	1167	9.3
Landon	137	6.4	96	7.6	98	9.0	87	10.3	418	8.0	90	11.5	71	11.8	92	13.0	67	13.7	320	12.4	738	10.2
Lawn	138	6.3	85	8.0	91	8.9	75	10.5	389	8.1	57	11.7	35	12.0	52	12.7	33	13.5	177	12.4	566	9.5
Lincoln	187	7.0	124	8.0	115	9.0	95	10.0	521	8.0	109	11.0	77	13.0	49	13.0	31	14.0	209	12.0	700	10.0



Brownell School, showing New Auditorium

Seating Capacity 600

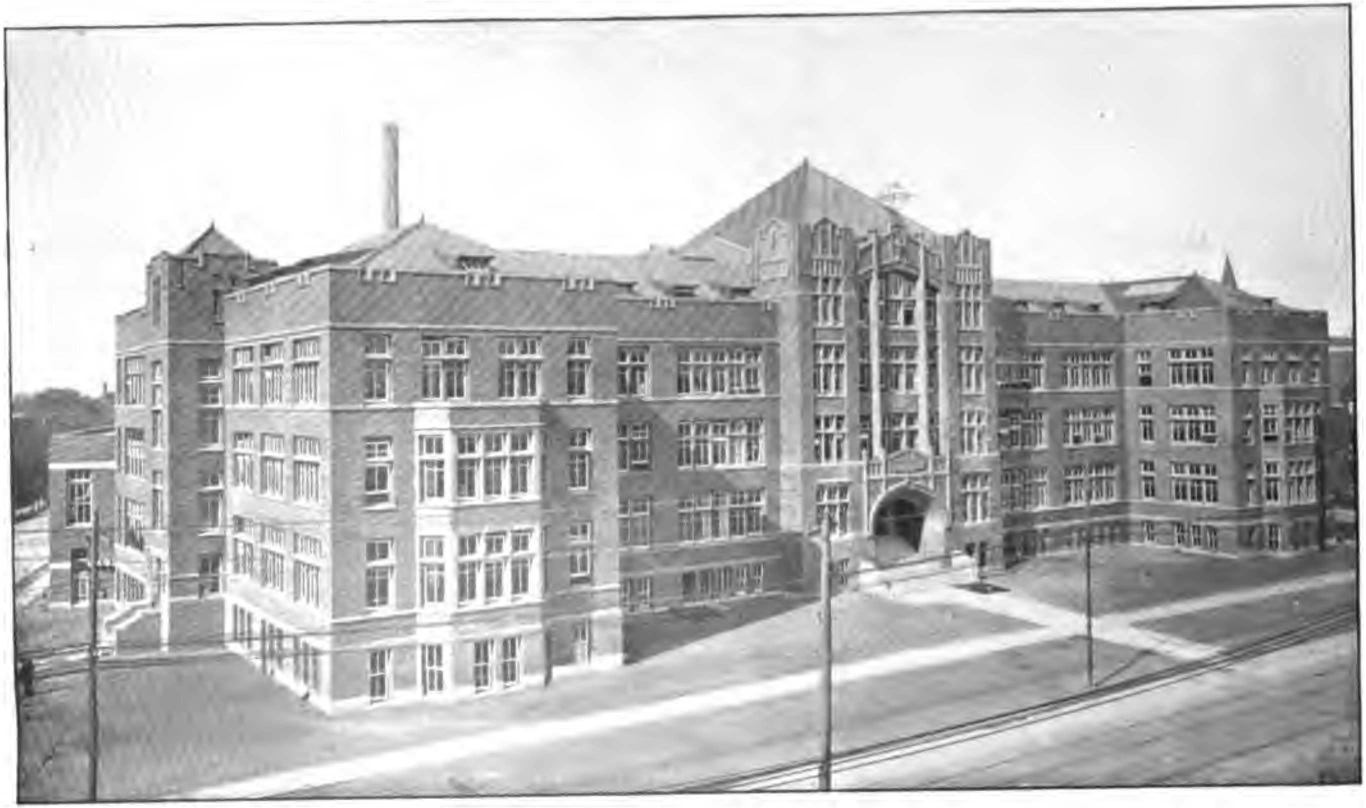
Marion	342	6.8	175	8.7	169	9.6	149	10.6	835	8.5	125	11.6	74	12.4	50	13.2	47	13.4	296	12.4	1131	9.5
Mayflower	514	7.2	299	8.3	273	9.8	228	10.7	1314	8.6	150	11.9	114	11.7	68	13.1	43	13.6	375	12.6	1689	9.5
Miles	62	6.3	36	7.8	36	9.0	35	9.8	169	8.2	36	11.1	24	11.9	30	12.6	....	....	90	11.8	259	9.3
Miles Park	129	6.5	90	7.6	80	8.8	85	10.0	384	8.0	87	11.1	92	12.3	60	12.6	71	13.5	310	12.3	694	9.9
Mill	105	6.3	86	7.5	80	9.0	81	9.9	352	8.5	79	11.2	57	11.8	65	12.9	29	13.5	230	11.3	582	9.6
Milford	235	6.4	198	7.9	182	9.1	136	10.3	751	8.2	130	11.2	91	12.1	62	12.5	31	13.2	314	11.3	1065	9.2
Mound	193	6.6	110	8.3	89	9.4	68	11.0	460	8.0	51	11.6	37	12.1	22	12.6	14	13.0	124	12.0	584	10.0
Mt. Pleasant	77	6.0	47	8.0	58	9.0	47	10.0	229	8.0	52	11.0	28	12.0	12	13.0	....	....	92	11.0	321	9.5
Murray Hill	316	7.2	155	8.3	117	10.0	127	11.4	715	8.8	77	11.7	59	12.3	41	12.9	15	13.5	192	12.3	907	9.5
North Doan	133	6.3	120	7.6	116	9.0	110	9.9	479	8.1	120	11.2	99	11.9	105	12.9	37	13.6	361	12.1	840	9.7
Orchard	233	6.6	166	8.1	161	9.0	144	10.2	704	8.2	125	11.2	113	12.4	88	12.6	43	13.3	369	12.2	1073	10.2
Outhwaite	319	6.6	220	7.8	240	9.1	222	10.1	1001	8.2	189	11.1	196	11.8	150	12.8	76	13.4	611	12.0	1612	9.7
Parkwood	119	6.5	84	7.4	92	8.7	78	9.8	373	8.0	88	11.0	76	12.0	71	12.8	52	13.7	287	12.2	660	9.8
Pearl	86	6.2	48	7.9	61	8.7	52	10.3	247	8.0	52	10.9	46	12.1	38	13.6	13	14.0	149	12.2	396	9.6
Quincy	165	6.4	108	7.9	115	9.3	118	10.3	506	8.3	81	11.2	72	12.0	77	12.8	46	13.7	276	12.3	782	9.7
Rice	134	6.4	94	7.4	98	8.7	93	10.2	419	8.0	61	11.3	40	11.9	28	12.5	18	12.9	147	11.9	566	9.0
Rockwell	131	7.2	95	9.9	60	10.3	36	10.9	322	9.0	56	11.7	32	12.2	16	13.3	....	....	104	12.1	426	9.7
Rosedale	144	6.3	79	7.5	103	8.4	153	9.5	479	8.0	106	10.9	116	12.1	97	13.0	34	13.6	353	12.1	832	9.7
Sackett	239	6.4	175	7.5	162	9.0	146	10.0	722	8.0	132	11.1	111	12.1	85	13.2	46	13.4	374	12.1	1096	9.4
Scranton	111	6.6	121	7.9	111	9.0	105	10.2	448	8.3	95	10.9	80	12.1	72	12.5	32	13.3	279	11.9	727	9.8
Sibley	157	6.3	138	7.7	119	8.8	164	10.3	578	8.3	162	11.2	102	12.0	108	13.3	76	13.7	448	12.3	1026	10.3
South Case	302	6.7	248	8.1	216	9.3	172	10.5	938	8.4	156	11.3	94	12.1	97	12.7	47	13.7	394	12.1	1332	9.5
Sowinski	242	6.2	139	7.7	168	8.8	129	9.9	678	7.8	137	10.9	133	11.9	82	12.8	65	13.6	417	12.0	1095	7.8
Stanard	194	6.7	108	8.1	113	9.6	105	10.6	520	8.4	94	11.2	59	12.1	50	12.9	32	13.6	235	12.1	755	9.6
Sterling	252	6.8	126	8.2	135	9.2	166	10.6	679	8.5	109	11.4	84	12.5	74	13.1	35	13.7	302	12.5	981	9.7
St. Clair	227	7.3	191	8.5	146	9.8	140	11.0	704	8.9	101	12.1	59	13.0	43	13.0	38	13.7	241	12.7	945	9.8
Tod	84	6.1	85	7.4	77	8.6	64	10.2	310	7.9	64	10.8	58	12.2	37	12.4	28	13.2	187	11.9	497	9.4
Tremont	368	6.6	245	8.0	232	9.2	206	10.5	1051	8.4	154	11.2	108	12.0	62	12.8	42	13.4	366	12.0	1417	10.2
Union	206	6.6	196	8.3	127	9.9	125	10.3	654	8.4	88	11.3	84	12.1	36	12.3	30	13.4	238	12.0	892	9.4
Wade Park	155	6.4	125	7.5	135	8.4	134	9.7	549	7.7	145	10.8	111	11.9	111	13.2	91	13.6	458	12.2	1007	9.7
Walton	166	6.4	101	7.8	147	9.0	110	10.1	524	8.2	100	10.9	73	11.8	55	12.4	43	13.3	271	11.8	795	9.4
Waring	170	6.6	114	7.8	109	9.5	87	10.5	480	8.3	92	11.2	83	12.0	70	12.9	34	13.5	279	12.1	759	9.7
Warner	54	6.5	51	7.8	34	8.9	54	10.3	193	8.3	26	11.0	....	....	....	....	....	....	26	11.0	219	8.6
Warren	222	6.4	187	7.7	166	9.1	167	10.1	742	8.3	135	11.2	93	11.3	78	12.5	42	13.6	348	11.9	1090	9.3
Watterson	85	6.2	51	7.6	69	9.0	62	10.0	267	8.0	39	11.1	44	11.6	....	....	....	....	83	11.3	350	8.9
Waverly	133	6.3	95	7.6	81	8.7	123	10.0	432	8.1	77	11.2	77	12.0	70	12.5	45	13.7	269	12.2	701	9.7
Willard	206	6.4	153	7.7	145	8.9	104	10.2	608	8.0	115	11.1	105	12.0	77	12.8	41	13.7	338	12.0	946	9.4
Willson	196	6.3	151	7.9	134	9.2	123	10.5	604	8.2	92	11.2	94	12.0	81	12.9	46	13.7	313	12.2	917	9.6
Woodland	200	6.0	145	8.0	144	9.0	102	10.0	591	8.0	118	11.0	84	12.0	56	13.0	31	13.0	289	12.0	880	9.0
Woodland Hills	149	6.4	116	7.7	117	9.3	106	10.5	488	8.3	89	11.5	68	12.3	50	13.2	50	13.6	257	12.4	745	9.7
Wooldridge	222	6.2	164	7.8	160	8.9	144	10.5	690	8.0	111	11.1	110	12.2	74	12.8	57	13.9	352	12.0	1042	10.0
Boys' School	13	8.9	39	9.9	62	11.1	116	11.2	230	10.2	127	11.2	147	11.6	156	12.2	138	13.5	568	12.1	798	11.2
School for Deaf	31	8.0	19	10.0	11	11.0	8	14.0	69	10.0	5	12.0	3	15.0	....	....	....	....	8	13.0	77	10.0
Total Primary and Grammar	14509	6.5	9992	7.9	9530	9.2	8780	10.4	42811	8.4	7702	11.1	6179	12.0	4974	12.8	3254	13.6	22109	12.0	64920	9.7
Central High	606	13.9	440	15.4	285	16.2	247	17.4	1578	15.7	....	....	....	....	....	....	....	....	....	....	....	....
East High	433	14.4	360	15.7	245	16.4	166	17.8	1204	15.9	....	....	....	....	....	....	....	....	....	....	....	....
Glenville High	193	14.8	115	16.0	87	16.7	68	17.3	463	15.8	....	....	....	....	....	....	....	....	....	....	....	....
Lincoln High	215	14.5	178	15.7	119	16.6	92	17.7	604	15.8	....	....	....	....	....	....	....	....	....	....	....	....
South High	175	14.6	129	15.3	69	16.3	64	17.2	437	15.5	....	....	....	....	....	....	....	....	....	....	....	....
West High	281	14.6	204	15.8	131	16.7	103	17.8	719	15.7	....	....	....	....	....	....	....	....	....	....	....	....
Total High	1903	14.4	1426	15.6	936	16.5	740	17.5	5005	15.7	....	....	....	....	....	....	....	....	....	....	....	....

EXHIBIT A—Continued

TABLE V

Showing the Registration, Belonging and Attendance of Pupils, and Number of Teachers

SCHOOLS	Average No. of Teachers		BOYS			GIRLS			TOTAL			No. Received from Other Buildings	No. of Pupils Counted only Once
	Male	Female	No. Registered	Average No. Belonging	Average Daily Attendance	No. Registered	Average No. Belonging	Average Daily Attendance	No. Registered	Average No. Belonging	Average Daily Attendance		
Alabama		10.3	241	179.4	169.3	213	153.9	115.0	451	333.3	311.3	18	436
Barkwill		18.6	357	291.2	285.0	378	287.3	280.7	735	578.5	565.7	25	710
Bolton		27.6	632	523.7	505.0	605	512.3	491.0	1237	1036.0	996.0	83	1154
Broadway		19.3	390	345.6	332.3	398	337.0	322.0	788	682.6	654.3	39	749
Brownell		31.8	786	602.6	564.7	669	501.1	468.5	1455	1103.7	1033.2	124	1331
Buhrer	1.0	17.0	350	295.9	285.5	374	317.9	306.0	724	613.8	591.5	45	679
Case		20.3	429	350.8	336.5	390	300.5	288.0	819	651.3	624.5	67	752
Case-Woodland		22.0	468	390.1	369.5	428	356.9	336.0	896	747.0	705.5	70	826
Clark		19.0	384	338.4	328.7	373	325.8	316.8	757	664.2	645.5	26	731
Dawning	1.0	11.2	286	239.9	231.6	239	190.1	182.3	525	430.0	413.9	45	480
Denison		26.2	617	539.9	521.9	570	500.6	484.8	1187	1040.5	1006.7	78	1109
Detroit		19.9	390	295.3	280.5	407	309.2	293.8	797	604.5	571.3	23	774
Dike		19.5	450	357.8	342.6	399	322.7	309.2	849	680.5	651.8	119	730
Doan		19.0	414	355.5	344.5	412	348.9	337.4	826	704.4	681.9	73	753
Dunham		21.0	469	385.3	371.6	443	375.1	359.6	912	760.4	731.2	75	837
Eagle		10.0	254	197.6	189.4	205	164.7	157.4	459	362.3	346.8	9	450
East Denison		4.0	99	85.0	81.9	118	95.7	92.1	217	180.7	174.0	14	203
East Madison		28.0	621	529.9	513.6	586	507.0	488.3	1207	1036.9	1001.9	78	1129
Fairmount		18.8	402	322.7	306.8	363	283.2	267.4	765	605.9	574.2	48	717
Fowler		18.0	341	292.0	283.0	297	263.0	255.0	638	555.0	538.0	28	610
Fullerton		19.0	376	309.8	297.2	337	283.2	270.7	713	593.0	567.9	28	685
Fruitland		8.0	109	92.0	88.0	144	122.6	117.4	253	214.6	205.4	16	237
Giddings		17.8	394	328.2	316.1	394	323.9	312.4	788	652.1	628.5	84	704
Gilbert		17.4	372	326.2	313.5	335	290.7	278.3	707	616.9	591.8	49	658
Gordon		16.3	322	286.8	277.4	350	284.4	273.2	672	571.2	550.6	52	620
Halle		14.0	261	222.8	216.4	269	232.7	225.4	530	455.5	441.8	25	505
Harmon		21.8	532	389.2	360.8	503	380.3	350.5	1035	769.5	711.3	101	934
Harvard		14.4	291	243.1	232.6	251	213.2	202.5	542	456.3	435.1	17	525
Hazeldell		11.3	237	201.8	193.6	205	178.4	170.4	442	380.2	364.0	21	421
Hicks	1.0	22.0	487	392.8	374.2	467	360.6	312.7	954	753.4	716.9	56	898
Hodge		16.6	373	319.3	307.9	372	317.9	306.3	745	637.2	614.2	94	651
Hough		28.4	627	541.6	523.4	568	481.8	462.3	1195	1023.4	985.7	79	1116
Huck		14.6	270	239.7	231.4	290	252.2	241.4	560	491.9	472.8	10	550
Kentucky		18.0	359	279.2	267.6	409	333.1	821.4	768	612.3	589.0	52	716
Kinsman		28.0	607	493.4	474.4	560	477.9	458.8	1167	971.3	933.2	77	1090
Landon		18.6	376	321.9	308.7	362	308.0	294.3	738	629.9	603.0	40	698
Lawn		13.8	275	228.2	218.9	291	239.7	226.0	566	467.9	444.9	47	519
Lincoln		18.0	401	319.9	309.5	389	325.0	313.7	790	644.9	623.2	68	722
Marion		23.0	578	433.5	399.6	553	423.5	380.6	1131	857.0	780.2	144	987



Technical High School

East 55th Street, Front

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ASTOR, LENOX AND

Mayflower	1.0	39.0	854	694.6	639.3	835	681.6	624.7	1689	1376.2	1264.0	117	1572
Miles	1.0	6.0	143	121.8	116.8	110	98.2	94.1	259	220.0	210.9	10	249
Miles Park	......	17.0	341	291.5	280.4	353	295.7	284.0	694	587.2	564.4	38	656
Mill	......	15.0	305	247.3	239.6	277	232.5	225.2	582	479.8	464.8	50	532
Milford	......	23.3	522	450.5	436.3	543	479.3	461.5	1065	929.8	897.8	65	1000
Mound	......	15.0	303	244.5	237.0	281	239.1	230.9	584	483.6	467.9	26	558
Mt. Pleasant	......	8.2	163	139.9	134.4	158	138.1	132.6	321	278.0	267.0	33	288
Murray Hill	......	21.9	471	423.8	404.1	436	387.3	362.3	907	811.1	766.4	8	899
North Doan	1.0	18.4	421	362.4	349.1	419	353.5	338.9	840	715.9	688.0	56	784
Orchard	......	26.0	562	461.4	442.8	511	428.1	410.3	1073	889.5	853.1	70	1003
Outhwaite	......	33.9	823	648.6	606.2	789	628.9	585.7	1612	1277.5	1191.9	215	1397
Parkwood	......	16.5	340	274.4	264.8	320	260.0	250.7	660	534.4	515.5	66	594
Pearl	1.0	9.0	208	182.3	176.6	188	157.2	150.3	396	339.5	326.9	35	361
Quincy	......	20.0	411	337.7	324.9	371	296.4	283.3	782	634.1	608.2	67	715
Rice	......	13.3	287	249.7	241.0	279	251.8	243.2	566	501.5	484.2	41	525
Rockwell	......	8.9	230	147.3	140.0	196	128.5	121.9	426	275.8	261.9	30	396
Rosedale	......	18.9	416	319.8	309.2	416	328.0	316.6	832	647.8	625.8	160	672
Sackett	1.0	26.0	510	445.1	430.1	586	511.1	493.2	1096	956.2	923.3	51	1045
Scranton	......	17.0	374	314.2	304.1	353	296.9	286.1	727	611.1	590.2	82	645
Sibley	......	23.0	503	392.0	376.1	523	407.3	390.4	1026	799.3	766.5	117	909
South Case	......	27.9	648	509.6	476.8	684	538.8	502.7	1332	1048.4	979.5	190	1142
Sowinski	......	27.5	559	478.6	462.6	536	444.2	428.1	1095	922.8	890.7	78	1017
Stanard	......	20.8	397	297.3	285.0	358	271.9	261.0	755	569.2	546.0	77	678
Sterling	......	19.6	491	362.7	340.8	490	355.1	332.1	981	717.8	672.9	109	872
St, Clair	......	19.6	501	364.3	344.8	444	316.9	298.9	945	681.2	643.7	92	853
Tod	......	14.0	242	201.8	196.1	255	224.1	216.5	497	425.9	412.6	21	476
Tremont	......	31.5	698	594.0	562.0	719	596.6	561.9	1417	1190.6	1123.9	85	1332
Union	......	22.6	459	401.8	388.6	433	380.0	365.6	892	781.8	754.2	37	855
Wade Park	......	21.6	488	408.5	394.7	519	426.5	410.9	1007	835.0	805.6	62	945
Walton	......	19.5	422	354.8	342.3	373	312.6	300.5	795	667.4	642.8	53	742
Waring	......	18.8	375	311.3	301.2	384	321.8	311.2	759	633.1	612.4	47	712
Warner	......	4.5	102	83.8	79.8	117	87.0	82.6	219	170.8	162.4	26	193
Warren	......	25.6	569	489.7	473.7	521	446.0	429.0	1090	935.7	902.7	71	1019
Watterson	......	9.8	187	152.7	147.5	163	134.1	128.3	350	286.8	275.8	27	323
Waverly	......	17.3	363	303.7	292.8	338	285.4	273.5	701	589.1	566.3	61	640
Willard	......	22.2	479	401.1	385.2	467	392.0	374.8	946	793.1	760.0	52	894
Willson	......	20.0	459	372.0	359.3	458	380.0	364.8	917	752.0	724.1	72	845
Woodland	......	21.0	450	376.3	362.0	430	370.9	354.2	880	747.2	716.2	61	819
Woodland Hills	......	17.2	389	327.5	316.2	356	302.7	291.1	745	630.2	607.3	53	692
Wooldridge	......	21.3	567	448.6	428.5	475	371.2	355.2	1042	819.8	783.7	99	943
Boys' School	4.0	4.0	798	146.6	127.1	......	......	......	798	146.6	127.1	217	581
School for Deaf	......	9.9	35	29.6	28.0	42	36.1	34.5	77	65.7	62.5	1	76
Total Primary and Grammar	12.0	1632.0	33492	27053.1	25902.9	31428	25875.4	24701.9	64920	52928.5	50604.8	5075	59845
Central High	36.0	30.0	729	657.5	634.3	849	768.7	738.5	1578	1426.2	1372.8	5	1573
East High	22.0	23.0	580	511.2	489.3	624	575.6	548.7	1204	1086.8	1038.0	3	1201
Glenville High	7.6	12.8	242	213.6	204.3	221	198.3	190.0	463	411.9	394.3	8	455
Lincoln	12.8	11.7	290	266.0	258.4	314	292.8	284.9	604	558.8	543.3	......	604
South High	10.5	9.2	219	198.7	191.8	218	205.9	199.9	437	404.6	391.7	......	437
West High	23.0	10.0	342	316.0	306.0	377	343.0	332.0	719	659.0	638.0	......	719
Total High	111.9	96.7	2402	2163.0	2084.1	2603	2384.3	2294.0	5005	4547.3	4378.1	16	4989
Grand Total	123.9	1728.7	35894	29216.1	27987.0	34031	28259.7	26995.9	69925	57475.8	54982.9	5091	64834

Report of Committee on New Buildings and Sites

To the Honorable Board of Education:

Your Committee on New Buildings presents herewith a review of the work accomplished during the year ending December 31, 1908, including both the buildings begun and those completed during the year.

The work of the year may be divided into two parts, high schools and elementary schools.

The Technical High School was completed during the year and plans have been drawn for the John Hay High School.

The total amount available for building purposes during 1908 was $861,977.70 of which $598,084.70 was for general purposes and $263,893.00 the proceeds from the sale of bonds.

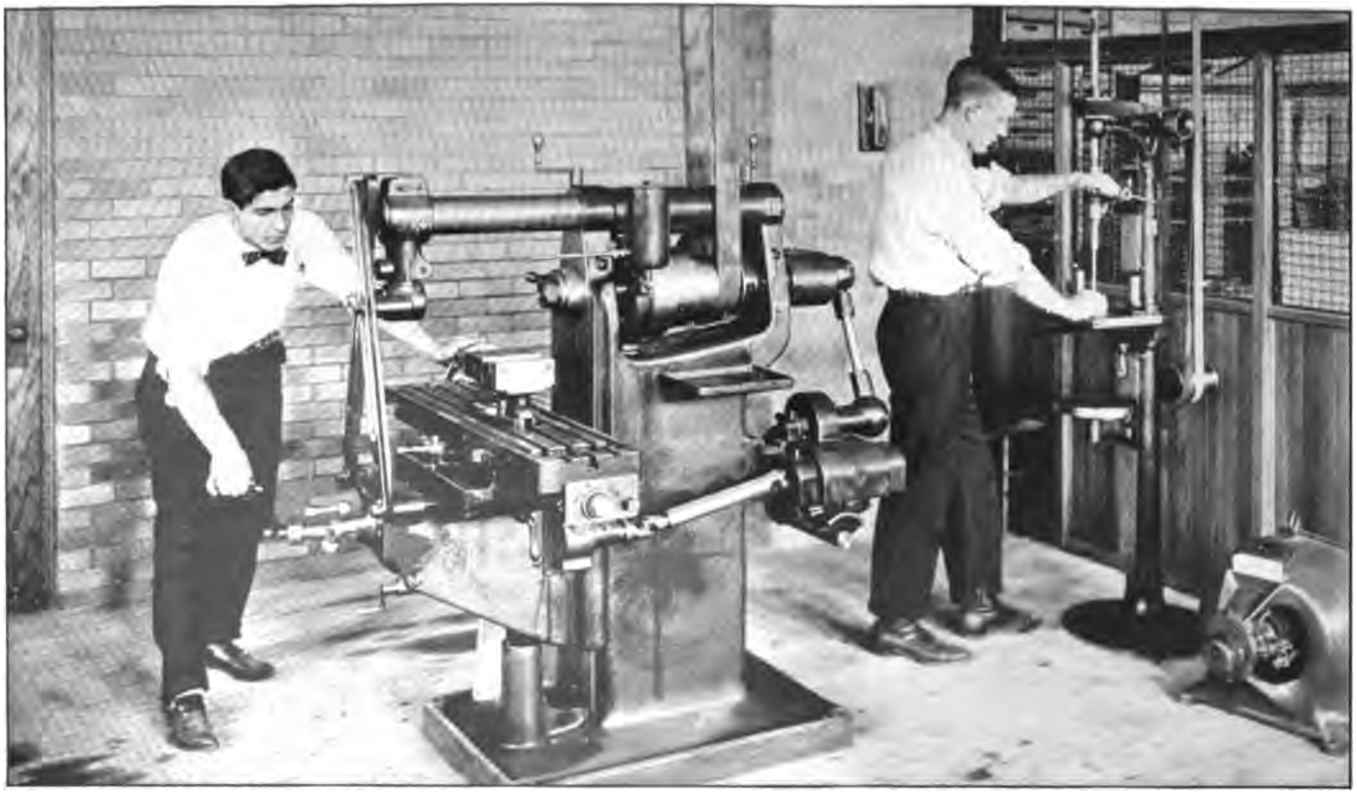
There was expended for sites $29,888.54 and for elementary schools $352,773.54, and for the Technical High School $372,695.22. There is outstanding on contracts for the Technical High $33,132.34 and on elementary schools to be completed during 1909, $99,161.39.

During 1908 two new elementary schools were opened, and two are in course of construction.

The elementary schools opened during the year are Harvard and Milford, both of which were described in detail in the report of this Committe for 1907.

The two elementary buildings begun this year are Mayflower and Columbia. It is expected they will be completed not later than April 1, 1909.

Mayflower—In 1908 it was decided to raze the old building at Mayflower School and erect in its place a modern twenty-room fireproof building, connecting the same to the twelve room annex with a corridor and providing one heating plant for the entire structure.



Corner of Machine Shop

Technical High School

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

The building was begun on June 20, 1908, and when completed will contain twenty standard classrooms, an auditorium to seat 900, a gymnasium with showers for girls and boys; a manual training shop; domestic science kitchen, boys' playroom, girls' playroom, boys' club room. library, teachers' rest room, dispensary and waiting room, principal's office and store rooms. The building is constructed of dark red shale brick with trimmings of sandstone laid in decorative patterns, and is of steel fireproofed with concrete throughout. It is heated and ventilated by a combination of direct steam, and indirect with plenum and exhaust fans. The new structure has 900 sittings and the entire building 1440 sittings.

Columbia School—This building is located on Columbia Avenue, a short distance west of East 105th Street and directly east of the territory formerly occupied by the Cleveland Driving Park. When completed this building will relieve North Doan and Parkwood Schools, and will supply territory adjacent to East 105th Street, which is rapidly building up and hitherto has been unprovided with a school.

The building is constructed of brownish red impervious brick with trimmings of pale cream terra cotta and is of reinforced concrete. The heating and ventilating is a combination of direct steam and indirect with plenum and exhaust fans. The building will contain twenty standard school rooms with cloak rooms, an auditorium to seat 600, a gymnasium, boys' and girls' toilets, playrooms, teachers' rest room and principal's office. The building will have 900 sittings.

HIGH SCHOOLS

The Technical High School on East 55th Street and Scovill and Portland Avenues was completed and occupied October 15, 1908. A complete description of the building is given in the annual report for 1907, page 83, as well as in the report of this committe for 1907.

The building was agreed upon, the bonds issued and land purchased in 1906. Plans were prepared and approved early in 1907, bids advertised for May 6, 1907, received on August 5, and contracts authorized on August 9. Actual construction was begun August 30, 1907, and the building completed on October 15, 1908. The original bond issue of $350,000 was not sufficient to complete the building and an additional bond issue of $100,000 was issued in April 1908.

Your Committee has also had prepared by the Architect the plans for the John Hay High School, and construction work on this building will be begun early in 1909.

SITES PURCHASED

During the year property to the amount of $13,500 was purchased.

Addition to Mayflower	$10,000
Addition to Landon	3,500
	$13,500

This does not include balance of $16,388.54 on real estate purchases begun in 1907.

The land purchased at Mayflower School June 8, 1908, is at the corner of Orange Avenue and East 30th Street and comprised 60 1-6 feet front x 120 feet deep and contains 7,220 square feet.

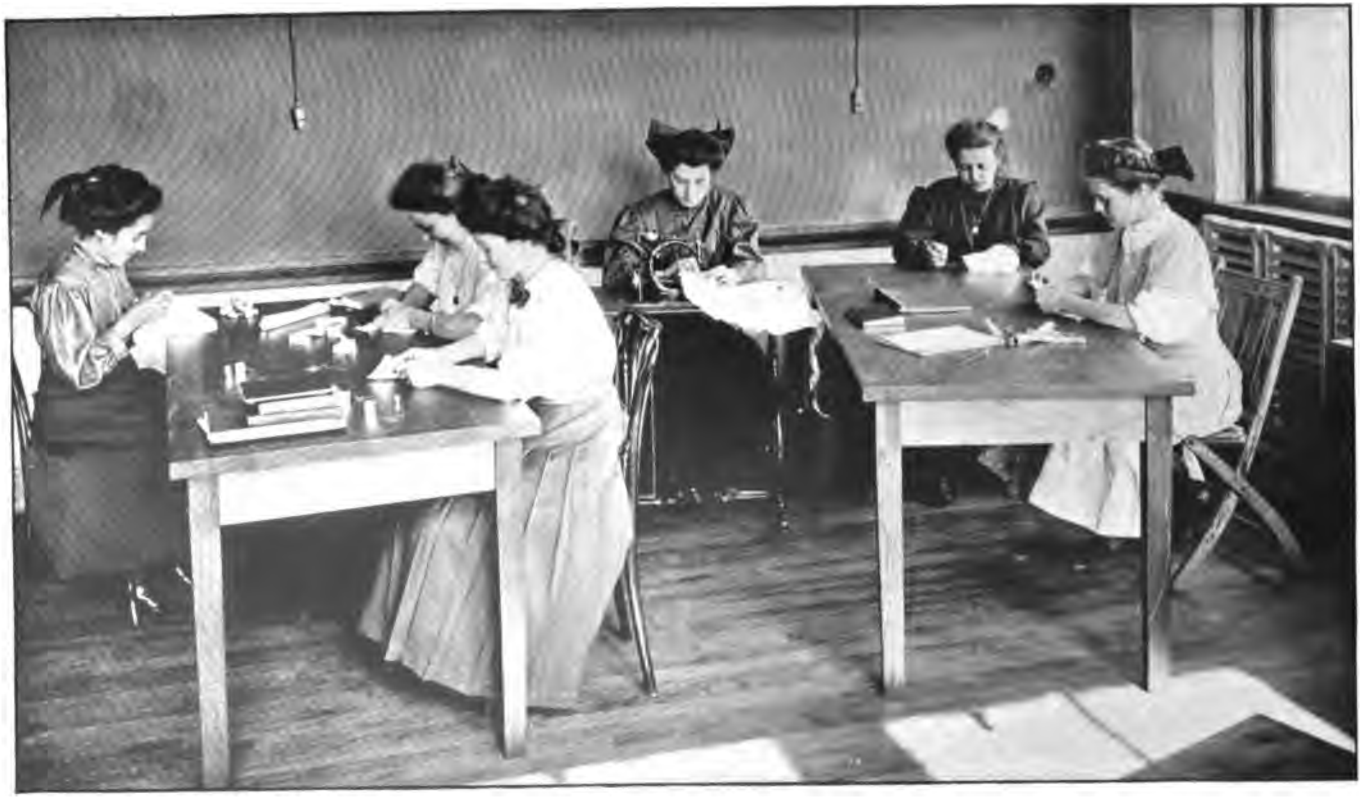
The land at Landon School was purchased September 21, 1908 for playground purposes and to prevent the erection of a building close to the present school buildings. It is 59 2-3 feet wide and runs the entire depth of the school lot 380 11-12 feet.

Very respectfully submitted,

COMMITTEE ON NEW BUILDINGS AND SITES,

Wm. Leopold, *Chairman*
S. P. Orth
A. C. Ludlow

January 18, 1909.



Class in Sewing

Technical High School

Mechanical Drawing Equipment

Technical High School

BUILDING OPERATIONS 1908

Name of Building	Number Rooms	Number Sittings	Auditorium Capacity	Cost per cubic foot	Cost of Bldg. Proper	Date Bldg. Begun	Date Bldg. Completed	Date School Opened	Cost of Site
Milford (Annex)....	12	540	In main bldg	14.0 cents	$60,112.41	Oct. 5, 1907	June, 1908	Sept. 1, 1908	$ 8,550.00
Harvard (Annex)...	8	360	500	13.5 cents	59,370.84	Oct. 14,1907	June, 1908	Sept. 1, 1908	No land
Technical High......	....	1000	1300	....	*350,000.00	Aug. 30, 1907	Oct. 1908,	Oct. 15, 1908	54,600.00
Mayflower..........	20	900	600	12.5 cents	96,988.00	June 13, 1908	Mar.24, 1909	....	10,000.00
Columbia...........	20	900	600	12.5 cents	87,436.00	Aug. 15, 1908	May 1, 1909	....	15,000.00
Miles (Ad.).........	2	90	....	....	10,000.00	Aug. 23, 1908	Nov. 1, 1909	Nov. 1, 1908	No ad. land
Brownell (Ad.&Alt'n)	No school r'm	Audit'm,Gym	600	....	30,000.00	Nov.7, 1908	Feb. 1, 1909	....	No ad. land
Portable Buildings...	29	1305	....	....	25,620.00	....	....	....	No ad. land

*For building only, equipment not included.

Report of the Committee on Old Buildings and Grounds

To the Honorable Board of Education:

On account of the great diversity and the impossibility of determining beforehand the nature of the work to be done during the year, the labor devolving upon the Old Building Committee is considerable in any year, but the calamity at Collinwood on March 4, 1908, with the subsequent public unrest brought to this Committee increased duties during the year.

Ordinarily the funds allotted to the Old Building Committee are from the contingent fund, after the fixed charges for this fund have been deducted. At no time do they amount to a considerable sum, on the average $50,000 per year, so that it was at once apparent in the plans outlined by the Committee subsequent to the Collinwood fire, that additional funds would be absolutely necessary.

Upon so reporting to the Board early in April, this view was concurred in and a bond issue of $200,000 was immediately authorized for this purpose to be devoted exclusively to fire protection repairs.

The Old Building Committee has in its charge one hundred schools. Of these forty per cent have been erected since 1898, are of fireproof construction and required little attention in the way of fire repairs.

On March 9, this Committe recommended and the Board adopted a resolution to the effect that the Director of Schools and the Superintendent of Buildings co-operate with the City Inspector of Buildings and the Fire Chief in an inspection of the school buildings and report their findings to the Board. At the same time an emergency resolution was adopted giving the Director of Schools authority to secure bids without advertising for such changes in any school building in the city that might be necessary to place such building in proper condition to safeguard the lives of pupils and teachers of such schools.

On the same day a resolution was adopted authorizing the issue of $450,000 of bonds, of which it was intended to devote $200,000 to fire repairs. The interest offered on these bonds was 4 per cent. and there were no bidders, so that a delay of a month was occasioned, caused by the necessity for readvertisement, in which the Board offered the the entire issue at 4½ per cent.

Early in March the Committee of officials named in the above resolution made a thorough inspection of the schools and presented a classification of buildings under fireproof, mill, joist and wooden construction.

Your Committe held several meetings to consider their recommendations and sent the following report to the Board of Education:

Cleveland, March, 16, 1908

To the Honorable Board of Education:

Your Committee on Old Buildings and Grounds begs leave to report that they have considered carefully the reports submitted by the Director of Schools on the condition of frame and open joist buildings and recommend that the following alterations be immediatelv made.

The Committee believes that the problem in these older buildings is not one of reconstruction, but one of making a suitable number of exits available to the chidlren so that the building can be vacated in the shortest possible time. To this end the Committe believes that each room should be treated as a unit and immediate outdoor exits should be given to each room. These exits to be made by cutting windows down to the floor level, and having a proper door well lighted and well hinged, hung in the opening so made. On the first floor these doors are to open directly into the school yard and where the basement is high enough to warrant it, stairways of concrete or other substantial material should lead from the first floor of the newly made door into the school yard.

On the second and third floors these newly made doors are to open directly upon ample and well protected fire escapes, leading by proper stairways into the school yard. In this way the best possible opportunity for occupants to vacate a building is afforded and with proper fire drills in the use of these facilities, the amount of danger from fire should be reduced to a minimum.

In accordance with this opinion the Committee has instructed the Director of Schools to have plans prepared of all the open joist and frame buildings showing the alterations to be made. When these plans are completed the Committee recommends that bids be asked, such bids to cover individual buildings as well as all of the buildings in aggregate, or such groups of buildings as the bidders may select.

Further consideration of the fireproofing work lead to a subsequent report of the Committee on Monday, March 23, as follows:

To the Honorable Board of Education:

Continuing its report of the last week, the Committee on Old Buildings begs to say that at its weekly meeting it considered further the question of insuring the greater safety of the buildings of open joist construction.

The recommendations of the Committee group themselves into four classes. Two of these were reported on last week, namely:

(1) Treating each room as a unit and making an individual exit from each room.

(2) Constructing outside iron stairways. The Committee believes that these should be not less than thrty inches in width.

In addition the Committee advises:

(3) That the Director proceed to have the furnace rooms of the buildings of open joist construction made fireproof as soon as he finds it possible.

(4) That the stairways leading from the basement be protected by fireproof doors.

These four things should be done to all buildings of the open joist construction type.

The Committee is further of the opinion that a severe system of building inspection should be inaugurated by the Board. It would be best to have this inspection done by some one independent of the Board, but if this is impossible a method should be devised at once for the creation of a department that will cover a most rigid, searching and continued inspection of every building. This service should not only cover the usual points of fire risks, but all duties laid upon the custodians by the rules of this Board, such as the unlocking of doors, the proper clearing of the hallways and the removing of refuse from the basements.

With respect to Resolution No. 976, referred to this Committee, the Committee has to say that it is simply in accordance with the established custom of this Board, and that its contents is further covered by Resolution No. 959, adopted by this Board on March 9th, 1908, authorizing the Director to make all necessary changes immediately.

The Executive Department of the schools at once began work under authority of these resolutions to direct its attention to the four named recommendations in the report:

1 In proceeding with the iron stairways the state regulations were at first received and submitted to the City Building Inspector, who advocated some changes. These were then revised by the Superintendent of Buildings, approved by the City Building Department and a resolution was adopted authorizing the balcony fire escapes that since have been erected on all the non-fireproof buildings of the Cleveland Public Schools. On account of the absence of plans of the older buildings, it was necessary to draw plans for each of the older buildings and fit the fire escapes to each building separately. This occasioned some delay, more so than would have been necessary had it been possible to construct all the fire escapes from one model.

The first fire escape contracted for was authorized by the Board April 13, and bids for fire escapes in groups of from three to six were received during the entire summer, the last contract being for Central High School on September 14. Practically all of this work has been completed and the majority of it was finished before the opening of schools in September.

The following is the list of fire escapes constructed from May 1, 1908, to January 1, 1909, comprising sixty-eight schools and one hundred and ninety-five fire escapes:

Schools	Floors	No. Escapes
Tremont	3	5
Hough	3	5
Bolton	3	3
Case	3	3
South Case	3	4
Brownell	3	3
Fowler	2	4
Giddings	2	4
Miles Park	2	4
Warren	3	4
East Madison	3	4
Outhwaite	3	3
Gordon	2	4
Dunham	3	4
Detroit	3	4
Walton	3	3
Sackett	3	4
Fairmount	2	3
Denison	3	4
Scranton	2	4
Woodland	3	3
Kinsman	3	6
Sibley	2	2
Clark	2	3
Lincoln	2	4
Landon	2	2
East Madison (A)	2	2
Stanard A	2	2
Stanard (old)	2	2
Broadway	3	3
Dike	2	2
Sterling	3	3
Kentucky	3	3
Waring	2	4
Orchard	3	3
St. Clair	3	3
Boys'	3	2

Schools	Floors	No. Escapes
Huck	2	2
Hicks	3	4
Hicks (A)	2	1
Moulton	2	1
North Doan	2	3
Union	2	3
Prescott	2	1
Buhrer	2	2
Waverly	2	3
Hazeldell	2	2
Dawning	2	2
Parkwood	2	2
Marion	2	3
Woodland Hills	2	2
Rockwell	3	2
Lincoln High (auditorium)		2
Alabama	3	2
Glenville High (auditorium)		3
West High (auditorium)		2
Woodland Hills (auditorium)		2
Normal	3	4
South High (auditorium)		3
Pearl	2	1
Brownell (2nd a)	3	2
Meyer	2	1
Charter Oak	2	1
Central High	4	6
Wade	2	1
Murray Hill	2	2
Mt. Pleasant	2	1
Outhwaite	2	2

2 The recommendation of the Committee in regard to treating each room as a unit and making an individual exit from each room was accomplished by cutting a window in each room on the ground floor of the building to the floor level and placing a door in the opening. This door leads directly to the ground floor of the buildings to the floor level and placing a door in the opening. This door leads directly to the ground by way of concrete stairs thus giving the first floor rooms an individual and separate exit direct to the outside, leaving all halls free for the second and third floor pupils.

In the same manner exits were cut on each floor where necessary, to the fire escapes. Where rooms do not lead directly to the fire escapes an inter-connecting door has been cut to the room leading directly to the fire escapes. One thousand of these doors were cut during the summer.

3 The third recommendation of the Committee in regard to fireproofing buildings of open joist construction has been accomplished by the use of gal-

vanized iron with asbestos on all exposed work in basements and doors leading to basements in non-fireproof buildings. Basements have been fireproofed in the following buildings: Central High, Central Manual, Glenville High, South High, Boys, Alabama, Barkwill, Bolton, Broadway, Brownell, Buhrer, Case, Central, Clark, Dawning, Detroit, Dike, Dunham, Eagle, East Denison, East Madison, Fairmount, Fowler, Giddings, Gordon, Hazeldell, Hicks, Hough, Huck, Kentucky, Kinsman, Landon, Lincoln, Marion, Miles, Miles Park, Moulton, Murray Hill, North Doan, Oakland, Orchard, Parkwood, Pearl, Prescott, Quincy, Sackett, Scranton, Sibley, South Case, Stanard, Sterling, Tod, Tremont, Union, Walton, Waring, Warner, Waverly, Woodland and Woodland Hills.

4 The fourth recommendation of the Committee that the stairways leading to the basements be protected by fireproof doors has been accomplished by fireproofing the doors at the same time the basements were fireproofed. This work was not let as a whole but each building was treated individually as the work differed so materially in each building that it was impossible to write specifications to cover any building or group of buildings in advance.

In addition to the fire repair work your Committee has also been attentive to the wants of the old buildings from a sanitary standpoint and in the matter of interior painting. The following buildings have been painted during the year:

South High, Deaf, Barkwill, Brownell, Denison, Central High, East Madison, Fruitland, Gordon, Harmon, Kentucky, Miles Park, Marion, Outhwaite, Orchard, Quincy, Scranton, Sackett, Stanard, Sibley, Sowinski, Rockwell, Central Manual Training, Wade Park, Warner, Warren, Waring, Woodland Hills, Landon, Milford, Normal, Mill Schools and thirteen portable buildings.

The following buildings have had sanitary apparatus installed: Columbia, closets and urinals; Fairmount, closets; West High, closets and urinals; South Case, closets; Willard, closets and urinals; Fullerton, closets and urinals;

Technical High, closets and urinals; Mayflower, closets and urinals; Bolton, closets and urinals; Clark, closets and urinals; Giddings, closets and urinals.

Very respectfully submitted,

COMMITTEE ON OLD BUILDINGS & GROUNDS

Samuel P. Orth, *Chairman*
Sarah E. Hyre
Wm. Leopold

March 10, 1909.

Report of the Committee on Lectures and Social Center Development

To the Honorable Board of Education:

The Committee on Lectures and Social Center Development presents the following report for the season 1907-08.

The social center work as now established in the Cleveland Public Schools was created by a resolution of the Board on January 29, 1906. It is based upon the desire of the Board of Education for a general utilization of the public school auditorium for educational purposes, and is intended to make the school house a center of helpfulness to the residents of the district.

The Committee, after a thorough study of existing conditions, and after conference with the principals of the different schools, made every effort to fit the entertainment to the community, and planned a series of lectures and concerts that included the more successful features of the previous year.

The Committee has endeavored to arouse co-operative interest in the community. Cleveland has many able and talented people, both in literary and musical circles, who have demonstrated their generosity by contributing their services to this splendid cause as shown in the printed program. The Committee feels that it was fortunate in securing the co-operation of these organizations and further to have been able to present to the patrons of the Cleveland Public Schools such a varied and extensive course.

The concerts and entertainments were begun early in November and distributed throughout the school year. Patrons of the different districts presided and the school children furnished patriotic singing when needed, thereby emphasizing the co-operation of the home and the shcool.

In all, forty-nine entertainments were given, eleven concerts by the Fortnightly Club; one illustrated travel talk by Mr. C. P. Lynch; three illustrated travel talks by Mr. S. L. Severance, twenty-six illustrated patriotic talks by Miss Ihsen, given under the auspices of the Daughters of the American Revolution, three entertainments by The

Tucker School of Expression, two concerts by the Rubinstein Club and three concerts by the Normal School Glee Club.

Working along these lines the following course of lectures was planned and carried to successful completion during the season of 1907-08.

School	Entertainment	By whom given	Date
Glenville High	Concert	Fortnightly Club	Jan. 15
	Lecture	Miss Ihsen	Feb. 15
Lincoln High	Concert	Fortnightly Club	Feb. 5
Barkwill	Concert	Fortnightly Club	Feb. 10
Brownell	Concert	Rubinstein Club	Feb. 10
Case	Concert	Normal School Glee Club	Feb. 26
Case-Woodland	Concert	Fortnightly Club	Feb. 26
Clark	Concert	Fortnightly Club	Feb. 12
Denison	Lecture	Miss Ihsen	Mar. 10
Detroit	Concert	Normal School Glee Club	Jan. 14
Fairmount	Concert	Rubinstein Club	Jan. 15
Fruitland	Lecture	Miss Ihsen	Jan. 20
Fullerton	Lecture	Miss Ihsen	Jan. 22
Giddings	Lecture	Miss Ihsen	Feb. 3
Gilbert	Lecture	Miss Ihsen	Mar. 12
Gordon	Concert	Normal School Glee Club	Mar. 18
Halle	Lecture	Miss Ihsen	Mar. 17
Harmon	Lecture	Mr. Severance	Jan. 29
Hodge	Concert	Fortnightly Club	Mar. 25
Kinsman	Concert	Fortnightly Club	Feb. 18
Lawn	Lecture	Miss Ihsen	Mar. 19
Lincoln	Concert	Fortnightly Club	Mar. 16
Marion	Concert	Normal School Glee Club	Feb. 12
Mayflower	Lecture	Mr. Severance	Feb. 26
Miles Park	Lecture	Miss Ihsen	Feb. 26
Mill	Entertainment	Mrs. Tucker	Jan. 17
Mound	Lecture	Miss Ihsen	Feb. 24
Orchard	Concert	Fortnightly Club	Jan. 8
Outhwaite	Entertainment	Mrs. Tucker	Feb. 12
Parkwood	Lecture	Miss Ihsen	Mar. 2
Rice	Lecture	Miss Ihsen	Feb. 27
Rosedale	Lecture	Miss Ihsen	Feb. 12
Sackett	Entertainment	Mrs. Tucker	Jan. 23
Scranton	Lecture	Miss Ihsen	Jan. 16
Sibley	Concert	Fortnightly Club	Mar. 4
Sowinski	Concert	Fortnightly Club	Mar. 11
Stanard	Lecture	Mr. Severance	Mar. 5
Tod	Entertainment	Mrs. Tucker	Mar. 4
Tremont	Lecture	Mr. Severance	Jan. 8
Union	Lecture	Miss Ihsen	Feb. 19
Wade Park	Lecture	Miss Ihsen	Feb. 10
Walton	Lecture	Miss Ihsen	Jan. 9
Waring	Lecture	Miss Ihsen	Feb. 5
Warren	Lecture	Miss Ihsen	Feb. 17
Watterson	Lecture	Miss Ihsen	Feb. 16
Waverly	Lecture	Miss Ihsen	Jan. 14
Willard	Lecture	Miss Ihsen	Jan. 15
Willson	Concert	Fotnightly Club	Apr. 8
Wooldridge	Lecture	Miss Ihsen	Jan. 24

COMMITTEE ON LECTURES AND
SOCIAL CENTER DEVELOPMENT

Sarah E. Hyre, Chairman
J. C. Canfield
W. D. Sayle

Report of the Board of Commissioners of the Sinking Fund of the City School District of the City of Cleveland

To the Honorable Board of Education:

In accordance with law, the annual report of the Board of Commissioners of the Sinking Fund of the City School District of the City of Cleveland is herewith submitted.

The attached statement shows that the earnings of the year up to this date, amount to $17,554.84. The total earnings since the formation of this commission in 1893 amount to $179,638.31 and the total operating expenses for the same period to $3,455.83.

During the same period bonds of the Board of Education of Cleveland and of villages annexed for school purposes have been paid to the amount of over $1,200,000. All bonds coming due in that period have been retired upon maturity.

In the report of this commission to your Honorable body a year ago attention was called to an item of $4,142.42 of earnings upon funds of this commission, which had been diverted by the Board of Education to its own funds. During the past year no effort has been made to liquidate this claim. That this claim should be paid by your Honorable body, there can be no question. It has been passed upon by your legal counsel and by the state authorities. No reply has ever has been made to the written claim made by this commission, a courtesy that its members feel they are entitled to.

The investments of the commission now consist of the following:

Elyria City, Ohio. Amount $12,000. Denom., $500. Dated March 1, 1905. Issued for Town Hall Improvement. Maturing as follows: 4 March 1, 1915; 4 March 1, 1916;

4 March 1, 1917; 4 March 1, 1918; 4 March 1, 1919; 4 March 1, 1920. Interest at 5 per cent. Payable March and September 1st. Payable at U. S. Mortgage Trust Company, New York. No. 1 to 24 inclusive.

Glenville City, Ohio. Amount $42,000. Denom., $1,000. Dated May 1, 1904. Issued for St. Clair paving. Maturing as follows: Payable $6,000 annually Sept. 1, 1908 to Sept. 1, 1914, both inclusive. Interest at 5 per cent. Payable annually May 1st. Last coupon payable Sept. 1, 19...., etc. $16.67. Payable at office of Sinking Fund Trustees, Glenville. No. 13 to 60 inclusive.

New York Central and Hudson River R. R. Co. Amount $50,000. Denom., $1,000. Dated Feb. 4, 1898. Issued for Lake Shore collateral. Maturing as follows: Payable $50,000 February 1, 1998. Interest 3½ per cent. Payable at Fiscal Agency, New York. No. 372 to 421 inclusive. Payable February and August 1st.

The cash balance of $72,596.42 is on deposit as follows:

Society for Savings	$12,184.39
Guardian Sav. & Trust Co	7,494.08
Cleveland Trust Company	15,330.91
Superior Sav. & Trust Co	15,769.25
First National Bank	1,817.79
Citizens Sav. & Trust Co	20,000.00
	$72,596.42

During the past year Mr. A. L. Withington, a most valued member of this commission since its formation in 1893, died, and the Court of Common Pleas appointed to succeed him Mr. H. Q. Sargent formerly School Director. Mr. Withington took a very active interest in the work of this commission and his counsel and advice were always at its service; a very large portion of the success of the commission was due to the efforts of Mr. Withington. It was during Mr. Sargent's term as School Director that the sinking fund was established and entirely upon his recommendation.

Respectfully,

Myron T. Herrick, President.
E. W. Doty, Clerk.

September 1, 1908.

RECEIPTS

Sept. 1, 1907—Cash on hand			$111,318.01
Sept. 4, 1907—Payment of bonds Pickaway County	$ 2,000.00		
Payment of Glenville bonds	6,000.00		
Apr. 24, 1908 Sale of following Securities:			
Cleveland Heights	50,000.00		
Cleveland Board of Education	100,000.00		
South Brooklyu	21,000.00		
Geneva	10,000.00		
		$189,000.00	
August 31, 1908—From Taxes		179,619.22	

EARNINGS

August 31, 1908—Interest from Investments	$ 12,670.10		
August 31, 1908—Interest from Deposits	4,884.74		
Total earnings		$ 17,554.84	
			$386,194.06
Total to be accounted for			$497,492.07

DISBURSEMENTS

August 31, 1907—Payment of the following bonds of the Cleveland Board of Education:			
Cleveland	$300,000.00		
Brooklyn	2,000.00		
Glenville	7,150.00		
Sauth Brooklyn	1,000.00		
Total bonds paid		$310,150.00	
August 31, 1908—Interest paid on bonds of Cleveland Board of Education		114,012.12	

EXPENSE

December 2, 1907—Surety bonds of members and clerk	$ 240.00		
December 24, 1907—Salary of clerk	100,00		
July 2, 1909—Salary of Clerk	100.00		
August 31, 1908—Exchange	293.53		
Total expense		$ 773.53	
Total disbursements			$424,895.65
Cash on hand August 31, 1908			72,596.42
Total to be accounted for			$497,492.07

Carpenter Shop

Technical High School

THE NEW YORK
PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS.

CLERK'S REPORT

For the Fiscal Year Ending

August 31, 1908

September 1, 1908

To the Honorable Board of Education

I present herewith a statement of the Receipts and Disbursements of the Board of Education for the fiscal year ending August 31, 1908.

Very truly yours,

GEORGE E. MYERS, Clerk.

George E. Myers	Clerk
Harry P. Cole	Deputy

The Funds

TABLE NO. 1

Tuition Fund—Itemized Analysis

(For classified analysis see Table No. 2)

Cash on hand September 1, 1907		$ 913,793 38
RECEIPTS		
From state funds	$ 244,467 60	
From Western Reserve funds	7,097 45	
From local taxes	1,513,023 66	
From Foreign tuition	2,893 86	
From refund and miscellaneous	36 97	
Total receipts		$1,767,519 54
Total to be accounted for		$2,681,312 92
DISBURSEMENTS		
Public Library	$ 2,551 64	
Transfer to Contingent	26,764 16	
For supervision—supervisors' salaries	53,060 42	
For instruction—teachers' salaries	1,617,628 35	
Total disbursements		$1,700,004 57
Cash on hand September 1, 1908		$ 981,308 35

The Funds

TABLE NO. 2

Tuition Fund—Classified Analysis

(For itemized analysis see Table No. 1)

Cash on hand September 1, 1907			$ 913,793 38
RECEIPTS			
From taxes	$1,757,491 26		
From Western Reserve fund	7,097 45		
From earnings	2,893 86		
Total ordinary receipts		$1,767,482 57	
From refund and miscellaneous	36 97		
Total extraordinary receipts		36 97	
Total receipts			$1,767,519 54
Total to be accounted for			$2,681,312 92
Disbursements			
For tuition	$1,670,688 77		
Total operating expenses		$1,670,688 77	
Transfer	$ 26,764 16		
To public Library	2,551 64		

The Funds

TABLE NO. 3

Contingent Fund—Itemized Analysis

(For classified analysis see Table No. 4)

Cash on hand September 1, 1907		$ 120,883 64
RECEIPTS		
From local taxes	$ 500,370 03	
From interest on deposits	47,497 55	
From teachers' examination fees	641 00	
From sale of text books	53,026 19	
From sale of scrap iron, old furniture, etc.	2,771 74	
From manual training fees	2,921 80	
From night school fees	1,228 00	
From miscellaneous	5,782 40	
From sale of improvement bonds	211,107 50	
From transfer	26,764 16	
Total receipts		$ 852,110 37
Total to be accounted for		$ 972,994 01
DISBURSEMENTS		
For salaries of officers, employes and custodians	$ 237,870 94	
For fuel	71,302 32	
For light and power	15,876 95	
For repairs, including stock on hand	120,685 15	
For stationery and supplies, including stock on hand	50,857 92	
For rent	9,149 63	
For furniture and fixtures	10,377 54	
For text books	59,020 99	
For insurance	1,424 42	
For miscellaneous	41,195 68	
For improvement of existing buildings	53,185 66	
Total disbursements		$ 670,947 20
Cash on hand September 1, 1908		$ 302,046 81

The Funds

TABLE NO. 4

Contingent Fund—Classified Analysis

(For itemized analysis see Table No. 3)

Cash on hand September 1, 1907			$ 120,883 64
RECEIPTS			
From taxes	$ 500,370 03		
From earnings	52,288 35		
Total ordinary receipts		$ 552,658 38	
From sale of text books	$ 53,026 19		
From sale of scrap iron, old furn., etc.	8,554 14		
From sale of bonds	211,107 50		
From transfer	26,764 16		
Total extraordinary receipts		$ 299,451 99	
Total receipts			$ 852,110 37
Total to be accounted for			$ 972,994 01
DISBURSEMENTS			
For maintenance	$ 537,788 96		
For fixed charges	10,574 05		
Total operating expenses		$ 548,363 01	
For furniture and fixtures		10,377 54	
Total ordinary disbursements		$ 558,740 55	
For improvement of existing buildings	$ 53,185 66		
For text books	59,020 99		
Total extraordinary disb'rsem'ts		$ 112,206 65	
Total disbursements			$ 670,947 20
Cash on hand September 1, 1908			$ 302,046 81

The Funds

TABLE NO. 5

Building Fund—Itemized Analysis

(For classified analysis see Table No. 6)

Cash on hand September 1, 1907		$ 454,597 03
RECEIPTS		
From local taxes	$ 357,407 16	
From miscellaneous	5,743 84	
From sale of building bonds	158,335 80	
From sale of Technical High School bonds	105,557 20	
Total receipts		627,044 00
Total to be accounted for		$1,081,641 03
DISBURSEMENTS		
For sites	$ 72,445 93	
For buildings	283,405 58	
For Technical High School	270,799 17	
For new furniture and fixtures	10,834 65	
Total disbursements		$ 637,485 33
Cash on hand September 1, 1908		$ 444,155 70

CLERK'S REPORT

For the Fiscal Year Ending

August 31, 1908

The Funds

TABLE NO. 7

*Bonds, Interest and Sinking Fund—Itemized Analysis

(For classified analysis see Table No. 8)

Cash on hand September 1, 1907		$ 50,103 47
RECEIPTS		
From local taxes	$ 178,703 59	
From sinking fund commission	300,000 00	
From miscellaneous	2,752 06	
Total receipts		$ 481,455 65
Total to be accounted for		$ 531,559 12
DISBURSEMENTS		
For sinking fund commission	$ 57,000 00	
For bonds	310,150 00	
For interest	105,335 00	
For incidental expenses	293 53	
Total disbursements		$ 472,778 53
Cash on hand September 1, 1908		$ 58,780 59

*For sinking fund transactions see Table No. 9.

GEORGE E. MYERS	Clerk
HARRY P. COLE	Deputy

The Funds

TABLE NO. 8

*Bonds, Interest and Sinking Fund—Classified Analysis

(For itemized analysis see Table No. 7)

Cash on hand September 1, 1907			$ 50,103 47
RECEIPTS			
From taxes	$ 178,703 59		
Total ordinary receipts		$ 178,703 59	
From sinking fund commission	$ 300,000 00		
From interest on deposits	2,351 70		
From accrued interest	400 36		
Total extraordinary receipts		$ 302,752 06	
Total receipts			$ 481,455 65
Total to be accounted for			$ 531,559 12
DISBURSEMENTS			
For fixed charges	$ 105,335 00		
Total ordinary expenses		$ 105,335 00	
For bonds redeemed	$ 310,150 00		
For sinking fund commission	57,000 00		
For incidental expenses	293 53		
Total extraordinary expenses		$ 367,443 53	
Total disbursements			$ 472,778 53
Cash on hand September 1, 1908			$ 58,780 59

*For sinking fund transactions see Table No. 10.

The Funds

TABLE NO. 2

Tuition Fund—Classified Analysis

(For itemized analysis see Table No. 1)

Cash on hand September 1, 1907			$ 913,793 38
RECEIPTS			
From taxes	$1,757,491 26		
From Western Reserve fund	7,097 45		
From earnings	2,893 86		
Total ordinary receipts		$1,767,482 57	
From refund and miscellaneous	36 97		
Total extraordinary receipts		36 97	
Total receipts			$1,767,519 54
Total to be accounted for			$2,681,312 92
Disbursements			
For tuition	$1,670,688 77		
Total operating expenses		$1,670,688 77	
Transfer	$ 26,764 16		
To public Library	2,551 64		

TABLE NO. 14

Classification of Expenditures—Kindergarten

NAME	TOTAL	TUITION FUND		CONTINGENT FUND				
		Supervision	Teachers' Salaries	Custodians' Salaries	Repairs	General Supplies	Furn. & Fix.	Misc.
Normal Training	110 59			$60 00		$ 50 59		
Alabama	1,332 17		1,250 89	60 00	40	20 88		
Bolton	1,597 36		1,487 63	60 00	6 04	43 69		
Broadway	1,187 82		1,092 65	60 00		35 17		
Brownell	1,387 01		1,299 98	60 00		27 03		
Clark	1,503 53		1,402 12	60 00		41 41		
Denison	1,525 09		1,427 90	60 00		37 19		
Detroit	1,336 81		1,260 25	60 00	1 20	15 36		
East Madison	1,612 64		1,490 75	60 00	4 45	57 44		
Fairmount	917 80		827 61	60 00	1 90	28 29		
Fowler	1,441 24		1,346 86	60 00	5 95	28 43		
Giddings	1,441 97		1,330 88	60 00	1 85	49 24		
Gilbert	1,205 99		1,010 50	37 50	21 00	132 84	4 15	
Gordon	1,571 10		1,402 64	60 00		76 33	32 13	
Halle	1,319 06		1,205 92	60 00		53 14		
Harmon	1,598 20		1,488 73	60 00	1 25	48 22		
Hicks	1,066 54		978 41	60 00		28 13		
Hough	1,624 09		1,490 75	60 00	2 80	70 54		
Kentucky	1,181 12		1,078 94	60 00		42 18		
Kinsman	1,414 19		1,304 97	60 00	9 74	39 48		
Landon	1,404 60		1,322 33	60 00		22 27		
Lawn	1,614 74		1,512 13	60 00		42 61		
Lincoln	1,562 10		1,457 89	60 00		44 21		
Mayflower	1,756 36		1,437 89	37 50	131 50	145 32	4 15	
Miles Park	925 42		849 97	37 50		37 95		
Milford	1,406 76		1,364 42			42 34		
Mill	1,357 63		1,327 35		83	29 45		
Mound	1,572 55		1,465 39	60 00		47 16		
Murray Hill	1,557 50		1,462 76	60 00		34 74		
Outhwaite	1,385 79		1,304 92	60 00		20 87		
Ray	63 30			60 00	3 30			
Rosedale	1,434 41		1,342 89	60 00		31 52		
Sackett	1,514 65		1,370 34	60 00	1 23	77 08		

The Funds

TABLE NO. 4

Contingent Fund—Classified Analysis

(For itemized analysis see Table No. 3)

Cash on hand September 1, 1907.... .			$ 120,883 64
RECEIPTS			
From taxes........................	$ 500,370 03		
From earnings......................	52,288 35		
Total ordinary receipts........		$ 552,658 38	
From sale of text books.............	$ 53,026 19		
From sale of scrap iron, old furn., etc.	8,554 14		
From sale of bonds..................	211,107 50		
From transfer......................	26,764 16		
Total extraordinary receipts....		$ 299,451 99	
Total receipts................			$ 852,110 37
Total to be accounted for......			$ 972,994 01
DISBURSEMENTS			
For maintenance.....................	$ 537,788 96		
For fixed charges...................	10,574 05		
Total operating expenses.......		$ 548,363 01	
For furniture and fixtures............		10,377 54	
Total ordinary disbursements . ..		$ 558,740 55	
For improvement of existing buildings..	$ 53,185 66		
For text books.....................	59,020 99		
Total extraordinary disb'rsem'ts		$ 112,206 65	
Total disbursements...........			$ 670,947 20
Cash on hand September 1, 1908......			$ 302,046 81

The Funds

TABLE NO. 5

Building Fund—Itemized Analysis

(For classified analysis see Table No. 6)

Cash on hand September 1, 1907		$ 454,597 03
RECEIPTS		
From local taxes	$ 357,407 16	
From miscellaneous	5,743 84	
From sale of building bonds	158,335 80	
From sale of Technical High School bonds	105,557 20	
Total receipts		627,044 00
Total to be accounted for		$1,081,641 03
DISBURSEMENTS		
For sites	$ 72,445 93	
For buildings	283,405 58	
For Technical High School	270,799 17	
For new furniture and fixtures	10,834 65	
Total disbursements		$ 637,485 33
Cash on hand September 1, 1908		$ 444,155 70

The Funds

TABLE NO. 6

Building Fund—Classified Analysis

(For itemized analysis see Table No. 5)

Cash on hand September 1, 1907.			$ 454,597 03
RECEIPTS			
From taxes........................	$ 357,407 16		
Total ordinary receipts........		$ 357,407 16	
From miscellaneous................	$ 5,743 84		
From sale of bonds................	263,893 00		
Total extraordinary receipts......		$ 269,636 84	
Total receipts................			$ 627,044 00
Total to be accounted for........			$1,081,641 03
DISBURSEMENTS			
For permanent improvements........		$ 637,485 33	
Total disbursements...........			$ 637,485 33
Cash on hand September 1, 1908			$ 444,155 70

TABLE NO. 15

Classification of Expenditures—Deaf

ACCOUNT	TOTAL	TUITION FUND	CONTINGENT FUND								
		Teachers' Salaries	Cust'dn's Salaries	Fuel	Light & Power	Repairs	Station-ery	Gen'l Supp's	Rent	Furn. & Fix.	Misc.
Deaf........	$10,569 53	$7,440 31	$720 00	$254 90	$30 36	$545 79	$6 25	$98 44	$1,236 00	$18 35	$217 48
Total...	$10,569 53	$7,440 31	$720 00	$254 90	$30 36	$545 79	$6 25	$98 44	$1,236 00	$18 35	$217 48

The Funds

TABLE NO. 9

The Sinking Fund—Itemized Analysis

(For classified analysis see Table No. 10

Cash on hand September 1, 1907	$ 111,318 01	
Bonds on hand September 1, 1907	293,000 00	
Total assets on hand September 1, 1907		$ 404,318 01
RECEIPTS		
From interest on investments	$ 12,670 10	
From interest on deposits	3,048 31	
From Board of Education (bonds and interest fund)	57,000 00	
Total receipts		$ 72,718 41
Total to be accounted for		$ 477,036 42
DISBURSEMENTS		
Payment of bonds (to Board of Education)	$ 300,000 00	
Premium on surety bonds	240 00	
Salary of clerk	200 00	
Total disbursements		$ 300,440 00
Cash on hand September 1, 1908	$ 72,596 42	
Bonds on hand September 1, 1908	104,000 00	
Total assets on hand September 1, 1908		$ 176,596 4

General Analysis

TABLE NO. 17

Classified Analysis of Receipts and Disbursements

Cash on hand September 1, 1907—in treasury			$1,539,377 52	
Assets on hand September 1, 1907—in sinking fund			404,318 01	
Total cash				$1,943,695 53
RECEIPTS				
From local tax levy	$2,549,504 44			
From state tax levy (Table No. 18)	244,467 60			
Total taxes		$2,793,972 04		
From "Western Reserve" Fund (Table No. 19)	$ 7,097 45			
Total "Western Reserve"		$ 7,097 45		
From fees (Table No. 20)	$ 7,684 66			
From interest	65,968 02			
Total earnings		$ 73,652 68		
Total ordinary receipts			$2,874,722 17	
From text books (Table No. 22)		$ 53,026 19		
From sales of scrap, etc., (Table No. 21)		2,771 74		
From miscellaneous		486,526 74		
From refund		36 97		
Total extraordinary receipts			$ 542,361 64	
Total receipts				$3,417,083 81
Total to be accounted for				$5,360,779 34
DISBURSEMENTS				
For tuition (Table No. 23)	$1,670,688 77			
For maintenance (Table No. 24)	537,988 96			
For fixed charges (Table No. 25)	116,149 05			
Total operating expenses		$2,324,826 78		
For furniture and fixtures (Table No. 26)		10,377 54		
Total ordinary disbursements			$2,335,204 32	
For sites (Table No. 27)		$ 72,445 93		
For buildings (Table No. 28)		283,405 58		
For improvement of existing buildings		53,185 66		
For new furniture and fixtures		10,834 65		
For Technical High School		270,799 17		
Total permanent improvements			$ 690,670 99	
For text books (Table No. 31)		$ 59,020 99		
For redemption of bonds (Table No. 30)		310,150 00		
For commission and exchange		293 53		
For Public Library		2,551 64		
Total extraordinary disbursements			$ 372,016 16	
Total disbursements				$3,397,891 47
Cash on hand September 1, 1908				
In treasury			$1,786,291 45	
In sinking fund			176,596 42	
Total				$1,962,887 87

The Funds

TABLE NO. 10

The Sinking Fund—Classified Analysis

(For itemized analysis see Table No. 9)

Cash on hand September 1, 1907		$ 111,318 01	
Bonds on hand September 1, 1907....		293,000 00	
Total assets on hand September 1, '07 .			$ 404,318 01
RECEIPTS			
From earnings......................	$ 15,718 41		
Total ordinary receipts........		$ 15,718 41	
From Board of Education (bonds and interest fund)..................	$ 57,000 00		
Total extraordinary receipts....		$ 57,000 00	
Total receipts................			$ 72,718 41
Total to be accounted for......			$ 477,036 42
DISBURSEMENTS			
For fixed charges..................	$ 440 00		
Total ordinary disbursements ..		$ 440 00	
For payment of bonds...............	$ 300,000 00		
Total extraordinary disb'rsem'ts		$ 300,000 00	
Total disbursements...........			$ 300,440 00
Cash on hand September 1, 1908		$ 72,596 42	
Bonds on hand September 1, 1908....		104,000 00	
Total assets on hand Sept 1, '08 .			$ 176,596 42

Receipts in Detail

TABLE NO. 19

Western Reserve Fund

This is money derived from interest paid by the State of Ohio (into a fund called "The Common School Fund") upon money which has been paid into the State Treasury on account of sales of lands granted to the State of Ohio by act of Congress—such money being an irreducible debt of the State upon which it must pay six per cent. interest annually—as per Sections 3952, 3953, 3954 and 3955' Revised Statutes of Ohio. This interest money is distributed by the Auditor of State to the various counties in the section known as the Western Reserve School District, according to their proportion of "Youth of School Age," and redistributed by the County Auditors to the school districts in like manner.

School District	No. of School Youth	Amount
Cleveland City........................	125,368	$7,097 45

b

5

ENDI

Furniture and Fixtures
152 45
40 48
263 51
440 05
208 25
....
124 96
235 88
741 39
39 9[illegible]
16 10
108 53

THE
PUBLIC
ASTOR,
TILDEN

Receipts in Detail

TABLE NO. 21

Sales

Received from sales of scrap iron, old furniture, etc.	$2,771 74
Total sales	$2,771 74

TABLE NO. 14—Continued

Scranton	1,041 30	....	923 73	60 00	1 23	56 34	....	....
South Case	114 65	....	....	60 00	1 25	39 86	13 54	....
Sowinski	1,424 26	....	1,329 84	60 00	2 80	31 62	....	....
Stanard	1,422 39	....	1,316 80	60 00	3 26	42 33	....	....
St. Clair	1,023 36	....	934 06	60 00	....	29 30	....	....
Sterling	1,426 29	....	1,313 41	60 00	1 10	51 78	....	....
Tod	793 17	....	702 08	60 00	....	31 09	....	....
Union	1,404 28	....	1,310 88	60 00	....	33 40	....	....
Wade	61 75	....	....	60 00	1 75	....	....	....
Walton	444 98	....	269 75	....	....	131 23	44 00	....
Waring	904 95	....	808 69	60 00	3 23	33 03	....	....
Warren	1,615 46	....	1,489 04	60 00	....	66 42	....	....
Woodland	1,478 52	....	1,386 85	60 00	....	31 67	....	....
Woodland Hills	916 38	....	821 06	60 00	3 25	32 07	....	....
Instruction Department	1,510 01	1,500 00	....	....	....	....	....	10 01
Total	$59,511 88	$1,500 00	$53,008 85	$2,572 50	$211 31	$2,111 24	$97 97	$10 01

TABLE NO. 15

Classification of Expenditures—Deaf

ACCOUNT	TOTAL	TUITION FUND	CONTINGENT FUND								
		Teachers' Salaries	Cust'dn's Salaries	Fuel	Light & Power	Repairs	Station-ery	Gen'l Supp's	Rent	Furn. & Fix.	Misc.
Deaf........	$10,569 53	$7,440 31	$720 00	$254 90	$30 36	$545 79	$6 25	$98 44	$1,236 00	$18 35	$217 48
Total...	$10,569 53	$7,440 31	$720 00	$254 90	$30 36	$545 79	$6 25	$98 44	$1,236 00	$18 35	$217 48

General Analysis

TABLE NO. 16

Analysis of Receipts and Disbursements According to Funds

	Tuition Fund	Contingent Fund	Building Fund	Bonds and Interest Fund	Sinking Fund	Total
Cash on hand September 1, 1907	$913,793.38	$120,883.64	$454,597.03	$ 50,103.47	$404,318.01	$1,943,695.53
Received from Western Reserve Fund	7,097.45					7,097.45
Received from Taxes	1,757,491.26	500,370.03	357,407.16	178,703.59		2,793,972.04
Received from Earnings	2,893.86	52,288.35		2,752.06	15,718.41	73,652.68
Total Ordinary Receipts	1,767,482.57	552,658.38	357,407.16	181,455.65	15,718.41	2,874,722.17
Received from Refund and Miscellaneous	36.97					36.97
Received from Sale of Text Books		53,026.19				53,026.19
Received from Transfer from Contingent Fund		*26,764.16				
Received from Sale of Scrap and Miscellaneous		8,554.14	5,743.84			14,297.98
Received from Sale of Bonds		211,107.50	263,893.00			475,000.50
Received from Sinking Fund Commission*				*300,000.00		
Received from Board of Education*					*57,000.00	
Total Extraordinary Receipts	36.97	299,451.99	269,636.84	300,000.00	57,000.00	542,361.64
Total Receipts	1,767,519.54	852,110.37	627,044.00	481,455.65	72,718.41	3,417,083.81
Total to be accounted for	2,681,312.92	972,994.01	1,081,641.03	531,559.12	477,036.42	5,360,779.34
Paid for Tuition	1,670,688.77					1,670,688.77
Paid for Maintenance		537,788.96			200.00	537,988.96
Paid for Fixed Charges		10,574.05		105,335.00	240.00	116,149.05
Total Operating Expenses	1,670,688.77	548,363.01		105,335.00	440.00	2,324,826.78
Paid for Furniture and Fixtures		10,377.54				10,377.54
Total Ordinary Disbursements	1,670,688.77	558,740.55		105,335.00	440.00	2,335,204.32
Paid for Improvements		53,185.66	637,485.33			690,670.99
Paid for Text Books		59,020.99				59,020.99
Paid for Redemption of Bonds				310,150.00		310,150.00
Paid for Transfer to Contingent Fund	*26,764.16					
Paid Board of Education*					*300,000.00	
Paid Sinking Fund Commissioners*				*57,000.00		
Paid to Public Library	2,551.64					2,551,64
Paid for Commission and Exchange				293,53		293.53
Total Extraordinary Disbursements	29,315.80	112,206.65	637,485.33	367,443.53	300,000.00	1,062.687.15
Total Disbursements	1,700,004.57	670,947.20	637,485.33	472,778.53	300,440.00	3,397,891.47
Cash on hand September 1, 1908	981,308.35	302,046.81	444,155.70	58,780.59	176,596.42	1,962.887.87

*This table is made up from the Classified Analysis of the several funds, (see Tables 2, 4, 6, 8, 10). The items $300,000.00, $26,764.16 and $57,000.00 which appear as receipts, show also as disbursements, being in fact transfer from one fund to another, and the amounts are eliminated from the total column above and in following tables.

General Analysis

TABLE NO. 17

Classified Analysis of Receipts and Disbursements

Cash on hand September 1, 1907—in treasury			$1,539,377 52	
Assets on hand September 1, 1907—in sinking fund			404,318 01	
Total cash				$1,943,695 53
RECEIPTS				
From local tax levy	$2,549,504 44			
From state tax levy (Table No. 18)	244,467 60			
Total taxes		$2,793,972 04		
From "Western Reserve" Fund (Table No. 19)	$ 7,097 45			
Total "Western Reserve"		$ 7,097 45		
From fees (Table No. 20)	$ 7,684 66			
From interest	65,968 02			
Total earnings		$ 73,652 68		
Total ordinary receipts			$2,874,722 17	
From text books (Table No. 22)		$ 53,026 19		
From sales of scrap, etc., (Table No. 21)		2,771 74		
From miscellaneous		486,526 74		
From refund		36 97		
Total extraordinary receipts			$ 542,361 64	
Total receipts				$3,417,083 81
Total to be accounted for				$5,360,779 34
DISBURSEMENTS				
For tuition (Table No. 23)	$1,670,688 77			
For maintenance (Table No. 24)	537,988 96			
For fixed charges (Table No. 25)	116,149 05			
Total operating expenses		$2,324,826 78		
For furniture and fixtures (Table No. 26)		10,377 54		
Total ordinary disbursements			$2,335,204 32	
For sites (Table No. 27)		$ 72,445 93		
For buildings (Table No. 28)		283,405 58		
For improvement of existing buildings		53,185 66		
For new furniture and fixtures		10,834 65		
For Technical High School		270,799 17		
Total permanent improvements			$ 690,670 99	
For text books (Table No. 31)		$ 59,020 99		
For redemption of bonds (Table No. 30)		310,150 00		
For commission and exchange		293 53		
For Public Library		2,551 64		
Total extraordinary disbursements			$ 372,016 16	
Total disbursements				$3,397,891 47
Cash on hand September 1, 1908				
In treasury			$1,786,291 45	
In sinking fund			176,596 42	
Total				$1,962,887 87

Receipts in Detail

TABLE NO. 18

State Tax Levy

This money is derived from State taxes collected by authority of Section 3951 of Revised Statutes of Ohio, and distributed by the Auditor of State to the various counties according to their proportion of "Youth of School Age", as per Section 3956, Revised Statutes of Ohio. The amount proportioned to the county is by the County Auditor redistributed to the school districts therein in like manner.

Enumeration of school youth in Cleveland City school district.	
May, 1907, 125,368 at $1.95 each	**$ 244,467 60**

Note.—The above amount was credited to Tuition Fund.

Receipts in Detail

TABLE NO. 19

Western Reserve Fund

This is money derived from interest paid by the State of Ohio (into a fund called "The Common School Fund") upon money which has been paid into the State Treasury on account of sales of lands granted to the State of Ohio by act of Congress—such money being an irreducible debt of the State upon which it must pay six per cent. interest annually—as per Sections 3952, 3953, 3954 and 3955' Revised Statutes of Ohio. This interest money is distributed by the Auditor of State to the various counties in the section known as the Western Reserve School District, according to their proportion of "Youth of School Age," and redistributed by the County Auditors to the school districts in like manner.

School District	No. of School Youth	Amount
Cleveland City........................	125,368	$7,097 45

Receipts in Detail

TABLE NO. 20

Fees

Under authority of Sec. 4013, R. S., as amended April 25, 1904, a "tuition fee" is charged pupils attending Public Schools who live outside of the school district.

Under authority of Sec. 4081, R. S., applicants for positions as teachers in the public schools are charged a fee for examination for qualification as such.

Pupils at the Manual Training Schools are charged a fee of $2.50 per annum to pay for apparatus, materials, etc., furnished them.

Tuition fees collected from pupils living outside the school district	**$2,893 86**
Material fees collected from pupils of Manual Training Schools	**2,921 80**
Examination fees collected from applicants for appointment as teachers	**641 00**
Entrance fees from night school	**1,228 00**
Total fees	**$7,684 66**

Disbursements

Disbursements in Detail

TABLE NO. 23

Tuition

Supervisors' salaries	$ 53,060 42
Teachers' salaries	1,617,628 35
Total tuition	$1,670,688 77

Disbursements in Detail

TABLE NO. 24

Maintenance

Officers', employes' and custodians' salaries	$ 237,870 94
Fuel	71,302 32
Light and power	15,876 95
Repairs	120,685 15
Stationery and supplies	50,857 92
Miscellaneous	41,195 68
Total maintenance	$ 537,788 96

Disbursements in Detail

TABLE NO. 27

Land

ABSTRACTS	$ 361 40
LAND	71,150 00
RECORDING DEED	1 76
SURVEYING	20 00
TAXES	394 67
TAX TITLES	518 10
Total	$72,445 93

Disbursements in Detail

TABLE NO. 28

Buildings

Headquarters	$ 1,277	32	Lincoln	112	98
Central High	78	25	Marion	28	10
Glenville High	25	00	Mayflower	12,712	98
John Hay High	199	76	Miles	82	00
South High	637	89	Miles Park	2,926	53
Alabama	21	75	Milford	59,458	3
Barkwill	130	00	Mill	34	20
Boys'	27	67	Mound	217	25
Broadway	536	00	Mt. Pleasant	1,714	45
Brownell	2,010	47	Murray Hill	63,926	84
Case	322	00	Orchard	456	75
Case-Woodland	130	00	Outhwaite	12,616	58
Clark	3,434	87	Prescott	36	36
Columbia	1,673	58	Quincy	112	33
Denison	353	34	Rice	35,913	29
Detroit	874	59	Rosedale	452	86
Dike	120	10	Scranton	175	35
Doan	1,974	30	Sibley	8	34
Dunham	3	09	South Case	388	19
East Madison	17	57	St. Clair	209	44
Giddings	20	00	Sterling	137	85
Gilbert	140	80	Tremont	2,000	75
Halle	520	64	Walton	363	00
Harmon	593	98	Warner	120	00
Harvard	54,133	40	Watterson	5,218	65
Hazeldell	14	00	Willard	3	34
Hicks	337	00	Woodland Hills	107	64
Hodge	45	50	Wooldridge	208	12
Hough	3	09	Portable buildings	18,186	75
Huck	16	64	Workshop	4,961	34
Kentucky	494	00	Technical High	270,799	17
Kinsman	1,120	00	Watterson Manual Train'g	19	82
Lawn	43	25	Total	$556,039	30

Assets in Detail

TABLE NO. 33

Sinking Fund

	RECEIPTS			
Sept. 1, 1907,	Cash on hand			$111,318 01
Sept. 4, 1907,	Payment of bonds			
	Pickaway County	$ 2,000 00		
	Payment of Glenville bonds	6,000 00		
Apr. 24, 1908,	Sale of following securities:			
	Cleveland Heights	50,000 00		
	Cleveland Board of Education	100,000 00		
	So. Brooklyn	21,000 00		
	Geneva	10,000 00		
			$189,000 00	
Aug. 31, 1908,	From taxes		179,619 22	
	EARNINGS			
Aug. 31, 1908,	Interest from investments	$ 12,670 10		
Aug. 31, 1908,	Interest from deposits	4,884 74		
	Total earnings		$ 17,554 84	
				$386,194 06
	Total to be accounted for.			$497,492 07
	DISBURSEMENTS			
Aug. 31, 1907,	Payment of the following bonds of the Cleveland Board of Edution:			
	Cleveland	$300,000 00		
	Brooklyn	2,000 00		
	Glenville	7,150 00		
	So. Brooklyn	1,000 00		
	Total bonds paid		$310,150 00	
Aug. 31, 1908,	Interest paid on bonds of Cleveland Board of Education		114,012 12	
	EXPENSE			
Dec. 2, 1907,	Surety bonds of members and clerk	$240 00		
Dec. 24, 1907,	Salary of clerk	100 00		
July 2, 1908,	Salary of clerk	100 00		
Aug. 31, 1908,	Exchange	293 53		
	Total expense		$ 733 53	
	Total disbursements			$424,895 65
	Cash on hand Aug. 31, 1908.			72,596 42
	Total accounted for			$497,492 07

Assets

Assets in Detail

TABLE NO. 32

Cash in Depositories

Cash balance in Depository No. 1, The First National Bank, as per report September 1, 1908	$ 300,002	38
Cash balance in Depository No. 2, The Citizens Savings & Trust Co., as per report September 1, 1908	299,486	94
Cash balance in Depository No. 3, The Guardian Savings & Trust Co., as per report September 1, 1908	299,335	23
Cash balance in Depository No. 4, The Superior Savings & Trust Co., as per report September 1, 1908	299,972	29
Cash balance in Depository No. 5, The Lake Shore Banking & Trust Co., as per report September 1, 1908	200,281	12
Cash balance in Depository No. 6, The Garfield Savings Bank Co., as per report September 1, 1908	100,147	95
Cash balance in Depository No. 7, The Central National Bank, as per report September 1, 1908	101,643	00
Cash balance in Depository No. 8, The Lincoln Savings & Banking Co., as per report September 1, 1908	50,000	09
Cash balance in Depository No. 9, The Clark Ave. Savings Bank, as per report September 1, 1908	50,000	00
Cash balance in Depository No. 11, The Hough Ave. Savings & Banking Co., as per report September 1, 1908	25,000	00
Cash balance with Treasurer Board of Education	2,500	00
Cash retained in treasury due to funds on hand in excess of depository bonds	128,000	00
Total	$1,856,369	00
Deduct total of checks issued by Treasurer, but not presented at banks for payment	$ 70,077	55
Cash in Treasury	$1,786,291	45

TABLE NO. 34—Continued

Inventory of Classics

No.	Names of Books	Price	Amount
186	Irving's Sketch Book	30	$ 55 80
467	Sohrab & Rustum Paper	09	42 03
338	Dickens' Christmas Carol	22	74 36
303	Julius Caesar	26	78 78
325	Browning's Shorter Poems	18	58 50
263	Old English Ballads	18	47 34
740	Ivanhoe	37	273 80
130	Chaucer's Knights Tale	37	48 10
256	Irving's Life of Goldsmith	30	76 80
421	Five English Poets	15	63 15
417	Silas Marner	30	125 10
141	As You Like It	18	25 38
367	Idylls of King	26	95 42
519	Hamlet	42	217 98
39	Burke's Speeches	22	8 58
430	Bacon's Essays, paper	09	38 70
644	Milton's Minor Poems	26	167 44
148	DeCoverley Papers	22	32 56
205	Life of Johnson, Macaulay	18	36 90
472	Three Narrative Poems, Watson	22	103 84
82	She Stoops to Conquer	22	18 04
408	Lady of the Lake	26	106 08
133	Henry Esmond	37	49 21
318	Palgrave Golden Treasury	18	57 24
168	Macbeth	18	30 24
126	Essay on Burns, paper	09	11 34
986	Midsummer Night's Dream	18	177 48
67	Franklin's Autobiography	30	20 10
98	The Last of the Mohicans	30	29 40
107	Bryant's Selections	18	19 26
76	Poe's Poems and Tales	30	22 80
85	Burns' Select Poems	15	12 75
142	House of Seven Gables	26	36 92
39	Autocrat of the Breakfast Table	37	14 43
21	Emerson's Poems, etc	22	4 62
61	Snowbound	18	10 98
198	Essay of Elia	30	59 40
156	The Tempest	18	28 08
560	Vision of Sir Launfel, paper	11	61 60
50	Longfellow's Evangeline	18	9 00
58	Longfellow's Hiawatha	30	17 40
80	La Voyage de M. Perrichon	26	20 80
79	Colomba	30	23 70
170	L'Abbe Constantine	30	51 00
88	Sans Famille	30	26 40
124	M. de la Seiglien	15	18 60
184	La Prise de la Bastille	15	27 60
309	Legends of German Heroes	30	92 70
204	Germelhausen	22	44 88
83	Bucherm's German Poetry	33	27 39
104	Der Bibliothekar	33	34 32
204	Burg Neidick	22	44 88
56	Wm. Tell	48	26 88
90	Das Madchen von Treppi	22	19 80
146	Iphigenie auf Tauris	15	21 90
333	Lied von der Glocke	15	49 95
235	Aus dem Leben Tangenichts	26	61 10
180	Drei Kleine Lustspiele	22	39 60
228	Kreng und Frieden	26	59 28
46	Minna von Barnhelm	33	15 18
173	Jungfrau von Orleans	52	89 96
47	Trompeter von Sackingen	56	26 32
105	Hermann - Dorothea	37	38 85
56	Litteraturgeschichte	56	31 36
160	Die Journalistine	33	52 80
	Total	....	$3412 18

Assets in Detail

TABLE NO. 34

Text Books

Inventory of School Books in the hands of W. R. Austin, agent for the Board of Education, September 1, 1908.

Inventory High School Books

No.	Names of Books	Price	Amount
592	Wells' Algebra	$0 90	$ 532 80
112	Wentworth's Plain and Solid Geometry	90	100 80
1	Wentworth's Trigonometry and Tables	68	68
22	Sadler's Commercial Arithmetic	60	13 20
54	Sadler's Business Bookkeeping	71	38 34
79	Coulter's T. B. Botany	93	73 47
49	Davis' Elementary Physical Geography	80	39 20
41	Twiss' Laboratory Manual	60	24 60
47	Mann and Twiss Physics	93	43 71
67	Avery's School Chemistry	90	60 30
96	Walker's Physiology and Hygiene	90	86 40
237	Jordan and Kellogg Zoology	93	220 41
26	Redway's Commercial Geography	93	24 18
46	White's 1st Greek Book	93	42 78
28	Goodwin's Greek Grammar	1 12	31 36
5	Harper and Wallace's Xenophon	1 12	5 60
68	Keep's Homer Iliad	1 20	81 60
9	Woodruff's Greek Prose	56	5 04
211	Tuell & Fowler's 1st Latin Book	75	158 25
56	Smiley & Storke's Beginner's Latin	75	42 00
25	Lothman's Latin Lessons	67	16 75
193	Bennett's Latin Grammar	60	115 80
91	Kelsey's Caesar	93	84 63
141	D'Ooge's Cicero	83	117 03
207	Greenough & Kittridge's Virgil	1 12	231 84
186	Pearson's Latin Composition	75	139 50
51	Fraser & Squair's French Grammar	84	42 84
5	Joynes & Meissner's German Grammar	84	4 20
23	Collar's Eysenbach German Lessons	90	20 70
57	Joyne's German Reader	56	31 92
6	Bierworth's Beginner's German	60	3 60
75	Stein's Exercise Book No. 1	30	22 50
69	Stein's Exercise Book No' 2	30	20 70
1099	Keeler & Adams' H. S. English	75	824 25
105	Mathew's American Literature	75	78 75
240	Halleck's History of English Literature	93	223 20
152	Montgomery's English History	84	127 68
84	McLaughlin's American Nations	105	88 20
93	Myers' Ancient History	112	104 16
28	Myers' Medieval and Modern History	112	31 36
126	Ely & Wicker's Economics	75	94 50
101	Ashley's American Government	75	75 75
79	Hill's Commercial Law	48	37 92
775	Gayley's Classic Myths	1 12	868 00
216	Aborn's Mechanical Drawing	26	56 16
181	Laurel Song Book	75	135 75
62	Day's Manual of Shorthand	60	37 20
19	Graham's Dictation Course	1 05	19 95
50	Rational Typewriting (Single)	75	37 50
29	Rational Typewriting, Oliver	75	21 75
12	Fiske's U. S. History	75	9 00
2	Sully's Outlines of Psychology	1 75	3 50
1	Sully's Hand Book of Psychology		1 40
4	Tompkin's Philo. Teaching	56	2 24
176	Budget A. No. 2	60	105 60
350	Budget B, Part 1, No. 3	60	210 00
297	Budget B, Part 2, No. 4	60	178 20
94	Outgoing Papers, No. 6	15	14 10
100	Outgoing Papers, No. 7	15	15 00
82	Introductory Blank, No. 8	21	17 22

TABLE NO. 34—Continued

Inventory of Classics

No.	Names of Books	Price	Amount
186	Irving's Sketch Book	30	$ 55 80
467	Sohrab & Rustum Paper	09	42 03
338	Dickens' Christmas Carol	22	74 36
303	Julius Caesar	26	78 78
325	Browning's Shorter Poems	18	58 50
263	Old English Ballads	18	47 34
740	Ivanhoe	37	273 80
130	Chaucer's Knights Tale	37	48 10
256	Irving's Life of Goldsmith	30	76 80
421	Five English Poets	15	63 15
417	Silas Marner	30	125 10
141	As You Like It	18	25 38
367	Idylls of King	26	95 42
519	Hamlet	42	217 98
39	Burke's Speeches	22	8 58
430	Bacon's Essays, paper	09	38 70
644	Milton's Minor Poems	26	167 44
148	DeCoverley Papers	22	32 56
205	Life of Johnson, Macaulay	18	36 90
472	Three Narrative Poems, Watson	22	103 84
82	She Stoops to Conquer	22	18 04
408	Lady of the Lake	26	106 08
133	Henry Esmond	37	49 21
318	Palgrave Golden Treasury	18	57 24
168	Macbeth	18	30 24
126	Essay on Burns, paper	09	11 34
986	Midsummer Night's Dream	18	177 48
67	Franklin's Autobiography	30	20 10
98	The Last of the Mohicans	30	29 40
107	Bryant's Selections	18	19 26
76	Poe's Poems and Tales	30	22 80
85	Burns' Select Poems	15	12 75
142	House of Seven Gables	26	36 92
39	Autocrat of the Breakfast Table	37	14 43
21	Emerson's Poems, etc	22	4 62
61	Snowbound	18	10 98
198	Essay of Elia	30	59 40
156	The Tempest	18	28 08
560	Vision of Sir Launfel, paper	11	61 60
50	Longfellow's Evangeline	18	9 00
58	Longfellow's Hiawatha	30	17 40
80	La Voyage de M. Perrichon	26	20 80
79	Colomba	30	23 70
170	L'Abbe Constantine	30	51 00
88	Sans Famille	30	26 40
124	M. de la Seiglien	15	18 60
184	La Prise de la Bastille	15	27 60
309	Legends of German Heroes	30	92 70
204	Germelhausen	22	44 88
83	Bucherm's German Poetry	33	27 39
104	Der Bibliothekar	33	34 32
204	Burg Neidick	22	44 88
56	Wm. Tell	48	26 88
90	Das Madchen von Treppi	22	19 80
146	Iphigenie auf Tauris	15	21 90
333	Lied von der Glocke	15	49 95
235	Aus dem Leben Tangenichts	26	61 10
180	Drei Kleine Lustspiele	22	39 60
228	Kreng und Frieden	26	59 28
46	Minna von Barnhelm	33	15 18
173	Jungfrau von Orleans	52	89 96
47	Trompeter von Sackingen	56	26 32
105	Hermann - Dorothea	37	38 85
56	Litteraturgeschichte	56	31 36
160	Die Journalistine	33	52 80
	Total		$3412 18

TABLE NO. 34—Continued

No.	Name of Books	Price	Amount
10	Ledger No. 9	08	80
41	Advanced Blank No. 13	83	34 03
122	Advanced Blanks No. 13A	33	40 26
153	Advanced Blanks No. 13X	83	126 99
82	Set Business Envelopes (4 in set)	3¾	3 07
130	Manufacturing Blanks No. 51	30	39 00
32	Budget C No. 57	68	21 76
31	Outgoing Papers No. 58	08	2 48
31	Am. Nat. Banking No. 59	45	13 95
50	Budget No. 103	45	22 50
98	Outgoing Papers No. 114	15	14 70
100	Bookkeeping Blanks No. 115	38	38 00
19	Blanks No. 498	45	8 55
	Total		

Inventory Primary and Grammar School Books

No.	Names of Books	Price	Amount
502	Appleton's First Reader	13	$ 65 26
812	Appleton's Second Reader	22	178 64
2629	Progressive Third Reader	30	788 70
4136	Progressive Fourth Reader	37	1530 32
5716	Progressive Fifth Reader	45	2572 20
1629	Davidson's History, U. S.	50	814 50
1204	Dubb's Complete Mental Arithmetic	26	313 04
3281	Rational Elementary Arithmetic	24	787 44
3071	Young & Jackson's Book 2 Arithmetic	30	921 30
1503	Walsh's New G. S., Pt. 2 Arithmetic	33	495 99
335	Eclectic German First Reader	18	60 30
625	Eclectic German Second Reader	26	162 50
307	Eclectic German Third Reader	31	95 17
548	Eclectic German Fourth Reader	45	246 60
304	Eclectic German Fourth Reader, Advanced	45	136 80
65	Eclectic German Fifth Reader	54	35 10
757	Modern Music Primer	18	136 26
2242	Melodic Second Reader	23	515 66
3212	Melodic Third Reader	30	963 60
1940	Melodic Fourth Reader	37	717 80
357	Tomlin's Laurel Music Reader	45	160 65
2247	Text Book of Art 5	33	741 51
2791	Text Book of Art 6	33	921 03
3968	Text Book of Art 7	41	1626 88
8733	Rational Word Book	12	1047 96
445	Natural Elementary Geography	45	200 25
2265	Natural Advanced Geography	93	2106 45
3441	Scott & Southworth's Lessons in English	40	1376 40
133	dozen Spencer's Pract. Writing Book No. 1	45	59 85
198	dozen Spencer's Pract. Writing Book No. 2	45	89 10
264	dozen Spencer's Pract. Writing Book No. 3	45	118 80
356	dozen Spencer's Pract. Writing Book No. 4	45	160 20
239	dozen Spencer's Pract. Writnig Book No. 5	45	107 55
248	dozen Spencer's Pract. Writing Book No. 6	45	111 60
182	dozen Spencer's Pract. Writing Book No. 7	45	81 90
359	dozen Spencer's Pract. Writing Speller, Regular	36	129 24
175	dozen Spencer's Pract. Writing Speller, Prim	36	63 00
1764	Sprague's Classic Reader Book 1	22	388 08
1976	Heart of Oak, New	26	513 76
662	Heart of Oak, Second Hand	08.8	58 26
528	Stepping Stones to Lit. 3	37	195 36
1070	Manuscript Music 1	07	74 90
210	Dryspring's Lessons in German	45	94 50
130	Reading and Lang. Lessons	22	28 60
415	Eggleston's 1st U. S. History	45	186 75
890	Classics, Old and New	22	195 80
57	Webster's Handy Dictionary	10½	5 98
	Total	......	$22381 54

Liabilities in Detail

TABLE No. 36.

Statement Showing Amount and Date of Maturity of Coupons Attached to Bonds Outstanding

August 31, 1907

	Jan.	Feb.	Mar.	Apr.	May.	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
1908	....	......	......	....	....	....	....	....	1,990	23,425.00	11,000	16,426.25	$ 52,841.25
1909	300.00	3,000	1,880	23,387.50	11,000	16,426.25	300.00	3,000	1,880	23,365.00	11,000	16,346.25	111,885.00
1910	275.00	3,000	1,770	23,315.00	11,000	16,346.25	275.00	3,000	1,770	23,292.50	11,000	16,261.25	111,305.00
1911	250.00	3,000	1,660	23,242.50	11,000	16,261.25	250.00	3,000	1,660	23,220.00	11,000	16,175.00	110,718.75
1912	225.00	3,000	1,550	23,182.50	11,000	16,175.00	225.00	3,000	1,550	23,160.00	11,000	10,125.00	104,192.50
1913	200.00	3,000	1,440	23,110.00	11,000	10,125.00	200.00	3,000	1,440	23,087.50	11,000	10,125.00	97,727.50
1914	175 00	3,000	1,330	23,037.50	11,000	10,125.00	175.00	3,000	1,330	23,015.00	11,000	10,125.00	97,312.50
1915	150.00	3,000	1,220	22,965.00	11,000	10,125.00	150.00	3,000	1,220	22,942.50	11,000	10,125.00	96,897.50
1916	125.00	3,000	1,110	22,892.50	11,000	10,125.00	125.00	3,000	1,110	22,870 00	11,000	10,125.00	96,482.50
1917	100.00	3,000	1,000	22,820.00	11,000	10,125.00	100.00	3,000	1,000	22,797.50	11,000	10,125.00	96,067.50
1918	75.00	3,000	950	22,747.50	11,000	10,125.00	75.00	3,000	950	22,725 00	11,000	10,125.00	95,772.50
1919	50.00	3,000	900	22,725.00	11,000	10,125.00	50.00	3,000	900	22,702.50	11,000	10,125.00	95,577.50
1920	25.00	3,000	850	22,702.50	11,000	10,125.00	25.00	3,000	850	22,680.00	7,000	10,125.00	91,382.50
1921	....	3,000	800	22,680.00	7,000	10,125.00	....	....	800	22,657.50	7,000	10,125.00	84,187.50
1922	....	......	750	22,657.50	7,000	10,125.00	....	....	750	135.00	7,000	10,125.00	58,542.50
1923	....	......	700	135.00	7,000	10,125.00	....	....	700	112.50	7,000	10,125.00	35,897.50
1924	....	......	650	112.50	7,000	10,125.00	....	....	650	90.00	7,000	10,125.00	35,752.50
1925	....	......	600	90.00	7,000	10,125.00	....	....	600	67.50	7,000	10,125.00	35,607.50
1926	....	......	550	67.50	7,000	10,125.00	....	....	550	45.00	....	10,125.00	28,462.50
1927	....	......	500	45.00	....	10,125.00	....	....	500	22.50	....	10,125.00	21,317.50
1928	....	......	450	22.50	....	10,125.00	....	....	450	....	....	10,125.00	21,172.50
1929	....	......	400	....	....	....	....	....	400	....	....	....	800.00
1930	....	......	350	....	....	....	....	....	350	....	....	....	700.00
1931	....	......	300	....	....	....	....	....	300	....	....	....	600 00
1932	....	......	250	....	....	....	....	....	250	....	....	....	500.00
1933	....	......	200	....	....	....	....	....	200	....	....	....	400.00
1934	....	......	150	....	....	....	....	....	150	....	....	....	300.00
1935	....	......	100	....	....	....	....	....	100	....	....	....	200.00
1936	....	......	50	....	....	....	....	....	50	....	....	....	100 00

8

THE NEW YORK
PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS.

Statement

	Jan.	F
1908	....	...
1909	300.00	3,
1910	275.00	3,
1911	250.00	3,
1912	225.00	3,
1913	200.00	3,
1914	175 00	3,
1915	150.00	3,
1916	125.00	3,
1917	100.00	3,
1918	75.00	3,
1919	50.00	3,
1920	25.00	3,
1921	....	3,
1922	....	...
1923	....	...
1924	....	...
1925	....	...
1926	....	...
1927	....	...
1928	....	...
1929	....	...
1930	....	...
1931	....	...
1932	....	...
1933	....	...
1934	....	...
1935	....	...
1936	....	...

Liabilities in Detail

TABLE NO. 37

Bills and Contracts Outstanding

September 1, 1908. Taken from Director of School's Report submitted to the Board on September 14, 1908	$484,515 66

TABLE NO. 38

Comparison of Receipts and Disbursements of the Board of Education for the Following Years

	1902	1903	1904	1905	1906	1907	1908
Cash in Treasury at beginning of year	$ 651,491.27	$ 463,487.14	$1,248,203.35	$ 906,442.06	$1,163,888.94	$1,432,805.89	$1,539,377.52
Assets in Sinking Fund at beginning of year	580,406.92	210,511.44	374,250.33	....	243,185.01	313,467.43	404,318.01
Total Assets	1,231,898.19	673,998.58	1,622,453.68	906,442.06	1,407,073.95	1,746,273.32	1,943,695.53
Received from Local Tax Levy	1,598,759.18	1,922,462.98	2,020,218.18	2,035,327.87	2,426,260.19	2,455,992.51	2,549,504.44
Received from State Tax	163,570.50	165,040.50	189,287.84	197,514.22	197,105.51	213,295.25	244,467.60
Total Taxes	1,762,329.68	2,087,503.48	2,209,506.02	2,232,842.09	2,623,365.70	2,669,287.76	2,793,972.04
Received from "Western Reserve Fund"	6,877.20	6,826.67	6,890.04	6,876.62	6,977.68	7,127.56	7,097.45
Total	6,877.20	6,826.67	6,890.04	6,876.62	6,977.68	7,127.56	2,801,069.49
Received from Fees	3,849.88	5,468.42	6,391.92	7,212.26	9,008.50	7,644.12	7,684.66
Received from Interest	29,556.28	32,926.86	38,038.83	15,491.92	32,622.30	47,101.62	65,968.02
Received from Sales	6,510.22	2,787.89	5,488.51	6,584.50	6,849.78	4,086.98	2,771.74
Total Earnings	39,916.38	41,183.17	49,919.26	29,288.68	48,480.58	58,832.72	76,424.42
Received from Sale of Bonds	....	1,165,392.71	....	301,863.00	358,151.50	....	475,000.50
Total Loans	....	1,165,392.71	....	301,863.00	358,151.50	....	475,000.50
Rec'd from Inv'm'ts & Sale of School Books	41,865.18	64,752.65	37,409.05	44,362.09	39,279.38	97,908.59	53,026.19
Sale of Old Books	221.64	....	....	....	....	....	....
Sinking Fund Commissioners	....	....	....	290,000.00	....	....	300,000.00
Total Investments	46,086.82	64,752.65	37,409.05	334,362.09	39,279.38	97,908.59	358,026.19
Rec'd from Donations & Refund & Misc.	....	....	1,229.05	1,268.16	19,937.47	3,792.23	11,563.21
Total Receipts	1,855,848.17	3,365,658.68	2,304,953.42	2,906,500.14	3,096,192.31	2,836,948.86	3,417,083.81
Total to be accounted for	3,087,746.36	4,039,657.26	3,927,407.10	3,812,942.20	4,503,266.26	4,583,222.18	5,360,779.34

TABLE NO. 38—Continued

Comparison of Receipts and Disbursements of the Board of Education for the Following Years

	1902	1903	1904	1905	1906	1907	1908
Paid Fixed Charges	$ 88,011.82	$ 101,485.75	$ 108,105.96	$ 102,822.77	$ 109,896.74	$ 117,881.44	$ 116,149.05
Paid Tuition	1,147,981.01	1,206,069.85	1,307,306.39	1,365,625.57	1,471,106.70	1,590,867.03	1,670,688.77
Paid Maintenance	265,519.15	423,872.21	351,147.22	404,563.49	402,012.14	457,697.30	537,988.96
Total Operating Expenses	1,501,511.98	1,731,427.81	1,766,559.57	1,867,414.32	1,983,015.58	2,166,445.77	2,324,826.78
Glenville Annexation			10,768.73				
St. Louis Exposition			3,225.25				
Public Library							2,551.64
Total Extraordinary Expenses			13,993.98				2,551.64
Paid for Office Furniture	391.25	1,862.69	2,408.80	6,916.00	6,148.07	3,922.44	
Paid for School Furniture	29,237.11	32,299.19	28,347.28	33,177.03	36,321.06	14.211.04	10.377.54
Total Furniture and Fixtures	29,628.36	34,161.88	30,756.08	40,093.03	42,469.13	18,133.48	10,377.54
Paid for Land	6,700.37	94,127.84	53,614.07	25,118.59	23,135.08	64,823.92	72,445.93
Paid for Buildings	304,656.56	491,461.63	589,693.43	276,980.19	328,559.89	224,991.05	283,405.58
Paid for Grading, Paving and Sewering	5,977.82	8,290.88					
Paid for New Furniture and Fixtures						20,303.79	10,834.65
Paid for Imp'vement of Existing Buildings				95,085.41	187,915.04	13,258.89	53,185.66
Paid for Manual Training High School					45,708.32	15,449.65	270,799.17
Total Permanent Improvements	317,334.75	593,880.35	643,307.50	397,184.19	585,319.23	338,827.30	690,670.99
Paid to Redeem Bonds	477,000.00	2,000.00	2,000.00	292,000.00	111,970.48	9,450.00	310,150.00
Paid to Redeem Notes	4,638.09						
Paid for Commission and Exchange					182.46	19.08	293.53
Total Loans	481,638.09	2,000.00	2,000.00	292,000.00	112,152.94	9,469.08	310,443.53
Paid for Free Books	20,878.00	3,670.60	3,556.51				
Paid for School Books	62,756.60	48,605.91	27,158.99	44,008.77	32,895.14	106,651.02	59,020.99
Paid for Supplementary Reading Books			6,182.57	2,695.44	1,140.92		
Total Investments	83,634.60	52,267.51	36,899.07	46,704.21	34,036.06	106,651.02	59,020.99
Total Disbursements	2,413,747.78	2,417,203.58	2,493,515.20	2,649,053.26	2,756,992.94	2,639,526.65	3,397,841.97
Cash in Treasury at close of year	463,487.14	1,248,203.35	906,442.06	1,163,888.94	1,432,805.89	1,539,377.52	1,786,291.45
Assets in Sinking Fund at close of year	210,511.44	374,250.33	427,449.84		313,467.43	404,318.01	176,596.42
Total Cash	673,998.58	1,622,453.68	1,433,891.90	1,163,888.94	1,746,273.32	1,943,695.53	1,962,887.87

TABLE NO. 39

Comparison of Various Items for the Following Years

Year	Amount Received from Depository Interest	Earnings of Sinking Fund	Par Value of Sinking Fund	Interest Paid on Board of Education Debt	Cash Balance at Close of Fiscal Year	Average Number Scholars Registered in Attendance	Total Number Youths of School Age Enumerated
1895	$ 8,459 64	$ 6,952 94	$122,204 17	$ 45,920 46	$ 488,727 31	36,540	91,453
1896	6,786 78	8,653 20	82,493 03	45,299 42	419,217 51	38,613	93,861
1897	5,108 90	4,633 18	117,158 24	41,423 23	480,094 76	41,388	97,720
1898	7,331 30	5,805 50	151,961 93	41,151 56	779,198 16	42,475	99,883
1899	15,471 19	7,237 18	189,813 87	53,315 00	778,617 93	43,914	102,784
1900	14,269 87	9,221 80	257,349 20	52,775 00	845,780 37	44,888	106,454
1901	17,054 74	10,865 34	580,406 92	63,775 00	651,491 27	46,009	109,047
1902	9,366 69	20,189 59	210,511 44	66,775 00	463,487 14	47,299	110,027
1903	23,830 22	12,624 69	374,250 33	79,802 92	1,248,203 35	48,193	112,785
1904	23,903 55	17,663 33	527,449 84	90,160 00	906,442 06	50,762	114,522
1905	15,491 42	15,902 97	243,185 01	86,390 76	1,163,888 94	52,102	114,393
1906	21,083 50	11,538 80	313,462 43	97,486 02	1,432,805 89	54,518	121,883
1907	32,197 78	13,590 58	404,318 01	104,840 00	1,539,377 52	54,545	125,368
1908	47,497 55	15,718 41	176,596 42	105,335 00	1,786,291 45	57,429	128,043

TABLE NO. 40

Comparison of Expenditures

AUGUST 31	1903	1904	1905	1906	1907	1908
TUITION—						
Supervisors' Salaries	$ 46,413 61	$ 47,314 42	$ 50,964 61	$ 45,851 74	$ 49,893 53	$ 53,060 42
Teachers' Salaries	1,159,656 24	1,259,991 97	1,314,660 96	1,425,254 96	1,540,973 50	1,617,628 35
MAINTENANCE—						
Officers' and Employes' Salaries	150,095 63	169,417 66	184,144 43	205,147 97	215,416 70	238,070 94
Fuel and Light	70,132 82	62,859 52	72,934 48	59,435 95	72,802 29	87,179 27
Repairs	143,850 86	89,282 47	100,257 75	89,223 62	85,407 78	120,685 15
Stationery and Supplies	56,202 62	32,643 64	39,021 12	37,610 49	60,195 22	50,857 92
Contingent	3,790 28	2,926 50	10,335 55	11,735 03	23,675 31	41,195 68
Water			565 60			
FIXED CHARGES—						
Interest	79,802 92	90,160 00	86,390 76	97,926 02	104,840 00	105,335 00
Bonds	2,000 00	2,000 00	292,000 00	111,970 48	9,450 00	310,150 00
Rent and Insurance	21,482 83	17,945 96	16,492 01	12,170 72	12,801 44	10,574 05
Furniture and Fixtures	37,618 91	30,756 08	40,093 03	42,469 13	18,133 48	10,377 54
Premium on Surety Bonds						240 00
PERMANENT IMPROVEMENTS—						
Land	94,127 84	53,614 07	25,118 59	23,135 08	64,823 92	72,445 93
Buildings	491,461 63	589,693 43	276,980 19	328,559 89	245,294 84	294,240 23
Improvements Existing Buildings			95,085 41	187,915 94	13,258 89	53,185 66
Manual Training High School				45,708 32	15,449 65	270,799 17
MISCELLANEOUS—						
Transfer to Contingent Fund						26,764 16
School Books	52,276 51	30,715 50	44,008 77	32,895 14	106,651 02	59,020 99
St. Louis Exposition		3,225 25				
Glenville Annexation		10,768 73				
Commission and Exchange				182 46	19 08	293 53
Public Library						2,551 64
Total	$2,417,203 58	$2,493,315 20	$2,649,053 26	$2,756,992 94	$2,639,086 65	$3,397,891 47

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